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ABSTRACT

The purpose of this project was to develop an evaluation system for the competency-based vocational program developed by Wisconsin's Division of Corrections, Department of Public Instruction (DPI), and the Vocational, Technical, and Adult Education System (VTAE). Site visits were conducted at five correctional institutions in March and April of 1988. These visits gave project staff a firsthand view of the educational program and constraints vocational educators encountered within their correctional institutions. This experience also helped to identify the type of information generated by teaching activities, tests, and other assessments. A search of holdings of the ERIC (Educational Research Information Center) database identified a variety of documents for review. Members of the Interagency Steering Committee and colleagues at the University of Wisconsin-Stout suggested additional references. Site visits confirmed the following: (1) the viability of the vocational program in the correctional system; (2) the importance of the program's data management system in program administration; and (3) the need to articulate the evaluation system with those used by DPI and the VTAE system to evaluate their vocational programs. The evaluation system questionnaires and ancillary materials are appended. (TJH)

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Corrections Education Evaluation System Model

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Abstract

The purpose of this project was to develop an evaluation system for the competency-based vocational program developed by Wisconsin's Division of Corrections, Department of Public Instruction, and the Vocational, Technical and Adult Education System. This system had to provide data that could be used to determine if the CBE vocational program was operating effectively, ascertain if articulation between the correctional and educational systems was functioning, and provide direction for program improvement.

Site visits were conducted at five correctional institutions in March and April of 1988. These visits give the project staff a firsthand view of the CBE vocational education program and constraints vocational educators encountered within their correctional institutions. This experience also helped to identify the type of information generated by teaching activities, tests and assessments.

A search of ERIC holdings identified a variety of documents for review. Members of the Interagency Steering Committee and colleagues at UW-Stout suggested additional references. The review of these documents produced a number of useful resources. The most useful are included in the appendix of this report.

The site visits confirmed:

(1) the viability of the CBE vocational program in the correctional system,

(2) the importance of the CIPIS Data System to the management of the CBE vocational program, and,

(3) the need to articulate the evaluation system with those used by DPI and the VTAE System to evaluate their vocational programs.

The proposed evaluation system uses the Secondary Vocational Program evaluation System for secondary level programs and the Wisconsin Vocational, Technical and Adult Education evaluation program for the post-secondary

programs. Modifications were made in procedures and instruments to fit the unique needs of correctional programs.

In addition, a specific evaluation process and rating scale were developed for evaluating the CIPIS-CBE Data System.

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CORRECTIONS EDUCATION EVALUATION SYSTEM

Introduction

The evaluation system presented in this report was designed to work with the competency based vocational education program jointly developed by the East-Central Wisconsin VTAE Consortium. Wisconsin Division of Corrections. Wisconsin Board of VTAE. Wisconsin Department of Public Instruction. and Moraine Park Technical College. The evaluation system is designed to evaluate the effectiveness of the competency based vocational education program and is articulated with the program evaluation system used by Wisconsin's VTAE System.

Purpose of the Evaluation System

The purposes of the evaluation system are:

1. Determine the degree to which the competency based curriculum developed fits the special environmental constraints found in a correctional education system and provides a vehicle for effective vocational education.
2. Provide information to improve the competency based instructional system and data system.
3. Provide information on educational problems that occur as an inmate progresses through various phases of the corrections program.
4. Develop an evaluation system "Model".

It was not the purpose of this project to evaluate specific vocational programs and correctional institutions in Wisconsin. Visits were conducted to several institutions; however, these visits were designed to provide the researchers with a better understanding of the context, constraints and

resources associated with the GED/Adult Basic Education and vocational programs provided in correctional institutions.

Organization of the Report

Section I, **Typical Pathways Through the System**, provides a general description of how inmates progress through the correctional system. It also notes some of the constraints that influence vocational education programs in a correctional setting.

Succeeding sections present the **Individual Correctional Vocational Education Program Evaluation**, **CIPIS Data System Evaluation Process**, and **Support Services Evaluation** procedures. Section II, **Individual Correctional Vocational Education Program Evaluation System**, provides a process, procedures, and instruments that can be used to evaluate the vocational programs offered in Wisconsin's correctional institutions. The evaluation process is correlated with the Wisconsin VTAE System program evaluation process.

A major purpose of Section III, **CIPIS Data System Evaluation Process**, is to ascertain if the data system provides a functional mechanism for recording, storing, and retrieving educational information on inmates who participate in GED and vocational education programs. This evaluation process looks at the relevance, validity and usefulness of the data and data system. This evaluation process can be used as a stand alone procedure to assess the effectiveness of the CIPIS-CBE Data System. CIPIS-CBE stands for "Corrections Integrated Programming Information System-Competency Based Education".

Section IV. **Support Services Evaluation**, includes procedures designed to evaluate the typical support services associated with an effective vocational program.

SECTION I: TYPICAL PATHWAYS THROUGH THE SYSTEM

One of the special conditions that influences vocational education programs in correctional institutions is the varied pathways that inmates are assigned as they progress through Wisconsin's Correctional System. The CBE DATA SYSTEM MODEL (Figure 1) presents a graphic summary of the major stages in the pathways.

The correctional system is entered through a court sentence. Inmates then complete the assessment and evaluation process. After this process has been completed, they are then assigned to a maximum, medium or minimum security prison based on their court sentence. Those sentenced to maximum security may be transferred to medium security as their behavior warrants. Inmates in medium security institutions may be transferred to a minimum security correctional facility before release. Inmates can be released directly to the outside world from any correctional institution. Occasionally, inmates are transferred to higher security institutions. Frequently, the transfers come quickly and there is little time to complete an educational program or portion of a program before the transfer is completed.

Usually, prisoners in minimum security institutions are given additional aptitude, achievement and interest tests. These tests are more optional at medium and maximum security facilities. Results from these tests are used in further career and educational planning. Prisoners at this level participate in study and/or work release programs.

Upon release from a minimum security institution, the former inmate works with a parole officer to make a successful transition into society. Placement can be in a job or educational program. Also, support services can be used.

The CIPIS-CBE Data System is depicted by the shaded area in the Model (See Figure 1). Data are entered as inmates progress through the system. As the competency based vocational education system is implemented, data on competencies acquired will be entered in the CIPIS-CBE. As inmates progress from one level or prison to another, teachers and counselors can use the information in the CIPIS-CBE Data System to assign learning activities and help inmates revise their career plans.

The CIPIS-CBE Data System establishes a link between the stages in the correctional system and increases the flexibility of the vocational education program. It also provides an opportunity to enter follow-up data and relate job performance in the outside world with competencies acquired in the correctional system.

The structure and content of the CIPIS-CBE Data System also provides a resource that can be used to assess the impacts of various components of the educational program. Some examples are listed below:

- Gains in basic skills can be assessed by comparing basic skills test scores at various points in time. For example, the basic skills scores obtained during the A & E process could be subtracted from the basic skills scores attained after six months in the program to determine the amount of learning that has occurred.
- The number of vocational competencies acquired by a prisoner during a given time period, such as a month, could be contrasted with the average number completed by prisoners in the system.
- The types of jobs acquired after release could be contrasted with the vocational skills acquired to determine the relevancy of the vocational programs offered in Wisconsin's Correctional System.

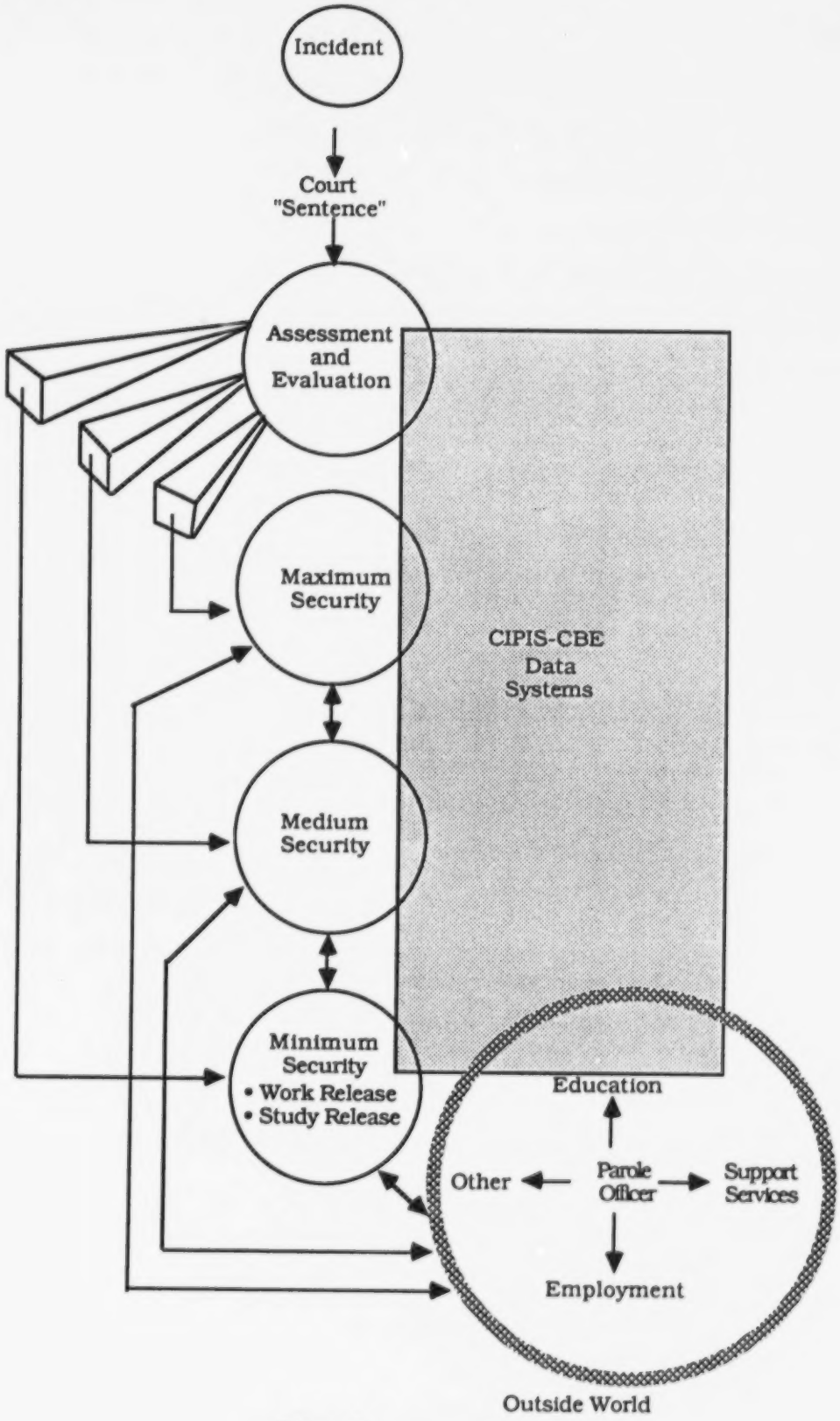
Incident
Court
"Sentence"
Assessment
and
Evaluation
Maximum
Security
Medium
Security
Minimum
Security
• Work Release
• Study Release
CIPIS-CBE
Data
Systems
Education
Other
Parole
Officer
Support
Services
Employment
Outside World

Figure 1

SECTION II: INDIVIDUAL CORRECTIONAL VOCATIONAL EDUCATION PROGRAM EVALUATION

Introduction

The need for program evaluation in correctional institutions was evident during the evaluation team visits. Several instructional staff and supervisors indicated a strong desire to have their programs evaluated. Most were interested in feedback to make improvements in terms of curriculum, supplies and equipment. The Carl D. Perkins Vocational Education Act of 1984 stipulated that federal funds for vocational education are contingent upon program evaluation. Secondary vocational education in Wisconsin has had a model of vocational program evaluation envied by many states. The DOC secondary level programs at Lincoln Hills and Ethan Allen have been evaluated with this process.

VTAE program evaluation is scheduled to start and proceed with a three phase evaluation beginning with a monitoring and screening phase. In the monitoring and screening phase, districts annually review programs to determine those that need improvement. Each VTAE district must develop their own monitoring and screening program. Primary emphasis is given to program enrollment, retention and employment of graduates. When a district is in this phase, the evaluation should also include the allied program in the correctional institution. For example, when staff at Moraine Park Technical College performs the monitoring and screening evaluation phase (which may include follow-up data, enrollment trends, labor market surveys, advisory committee input, administrators concerns and other program evaluation inputs) on their auto mechanics program or food service program, the auto mechanics program at the Fox Lake Correctional Institution and the food service program at the Taycheetah Prison for women should also be included. VTAE Districts need to cooperate and work with correctional institutions which have similar programs. Where correctional institutions have unique, stand alone-programs

or there is no equivalent program in the VTAE. the correctional institution should develop its own monitoring and screening evaluation program. Based on the above discussion, the following program evaluation model is recommended.

Corrections Program Evaluation Model

This program evaluation model is recommended to promote optimum planning and improvement of local corrections vocational education programs. The evaluation model consists of three phases, each requiring input from corrections vocational education staff. This model is consistent with the VTAE program evaluation process; however, it does add some procedures and processes that are relevant to evaluating prison-based educational programs.

PHASE 1 : SELF-EVALUATION

PHASE 2 : EXTERNAL EVALUATION

PHASE 3 : UTILIZATION OF EVALUATION FINDINGS

PHASE 1: SELF-EVALUATION

In this phase, the correctional institution's vocational education staff will evaluate their program consistent with the monitoring and screening process used in the VTAE district with which they have an articulation agreement. If the correctional institution has an articulation agreement with more than one VTAE district, a decision will have to be made as to which district (home District) to align themselves with for the evaluation process. Correctional program staff may be required to follow up past inmates. See the Student Follow-up Form (Appendix B1). Every three and five years, the corrections program staff may also be required to send out a 3-5 Year Follow-up Form to gather data for a three and five year longitudinal study (Appendix B2). Both of these forms are consistent, with modifications, with the follow-up programs presently being accomplished within the VTAE system. The Employer Survey (Appendix C) would seek input from employers on employees'

(past inmates) work habits and implications to the training program. Finally, program staff would complete a Program Self-Evaluation Questionnaire (Appendix D) to help determine the status of the program's philosophy, program and course objectives, advisory committee, course outline, laboratory or industrial facility, tools and equipment, materials and supplies, instruction, and, administration.

The Standards for Correctional Education Programs should be considered when completing the self-evaluation (Correctional Education Association, 1988). These standards are based on the unique constraints and opportunities found in corrections education programs. These standards need to be considered along with those in the Wisconsin VTAE program evaluation manual.

This self-evaluation (PHASE 1) should involve commitment and support from the correctional institution's education supervisor and from the superintendent of the institution. This phase should also occur simultaneously with the self-evaluation phase of the program at the cooperating VTAE district. A concise self-evaluation report will be written at the conclusion of this phase. If feasible, the self-evaluation report should be a section in the VTAE District's report.

PHASE 2: EXTERNAL EVALUATION

This phase should be conducted if the program is targeted by results of the monitoring and screening evaluation. The correctional institution will have to designate a "home" VTAE District for the program and have the same or similar evaluation team visit them in conjunction with the VTAE program evaluation. The evaluation team could be made up of a state corrections officer, VTAE program instructor, corrections program administrator and/or instructor, representative from business and industry, and a CVTAE staff member. The evaluation team would look at and make recommendations in the areas of physical facilities, instructional programs, equipment, supplies,

instructional materials, and upgrading training. The team may use the External Evaluation Team Report Form (Appendix E). A written report containing conclusions, recommendations and solutions (Appendix F: External Evaluation Team Report Form) for program improvement can then be mailed to the correctional institution one week following the external review. The VTAE home district or the Wisconsin Board of VTAE should be contacted to obtain the latest edition of the external evaluation guide.

PHASE 3: UTILIZATION OF EVALUATION FINDINGS

In this phase, the corrections vocational program team analyzes and interprets the findings from the self-evaluation and external evaluation. This team should be comprised of staff members in the prison who will have an influence on the program. If appropriate, staff members from the "home" VTAE district should also participate. Priorities are set, and a plan of action to implement change and monitor the impact is established. This phase would complete the program evaluation model and provide needed and valuable feedback to corrections vocational education program staff.

The DOC instructional services staff should also review a copy of the self- and on-site evaluation reports. During this phase, the DOC staff may want to participate in developing the utilization plan. Or, they may decide to review the plan developed at the institutional level and provide feedback to the staff members at the correctional institution.

DOC staff should review all of the monitoring reports, self-evaluation reports, and on-site reports for the vocational programs evaluated in the Correctional System. These should be analyzed to identify needs and trends that are related to two or more programs.

SECTION III: CIPIS DATA SYSTEM EVALUATION PROCESS

Introduction

The CIPIS Data System is an integral component in an effective vocational education program in Wisconsin's Correctional System. It stores and processes the information needed to plan and provide appropriate vocational education experiences designed to meet inmates' abilities, interests and needs. This data system also helps to provide continuity in the vocational program for inmates who move from one security level to another.

The rating scale directs the evaluator to look at the various stages or levels encompassed in the correctional system. Stages/levels include maximum, medium and minimum security levels. Significant questions are posed for each stage. Evaluative criteria are listed for each question. It is recommended that both a self-evaluation and external team evaluation be conducted on a regularly scheduled basis.

Evaluation Schedule

Since the CBE portion of CIPIS is just being implemented, it is recommended that the self-evaluations be conducted annually for the first three years. After this period of time, the self-evaluation can be a part of a five-year evaluation cycle. In addition, the CIPIS Data System will be a part of the regular vocational program monitoring process carried out each year.

The external evaluation team will conduct an evaluation of the CIPIS system after three years. Thereafter, an external team will do an on-site evaluation every five years. See the evaluation schedule on the following page.

Year	Self-Evaluation	External Evaluation
1989	X	
1990	X	
1991	X	X
1992	Include	
1993	In The	
1994	Monitoring	
1995	Process	
1996	X	X

Self-Evaluation

The self-evaluation process will be conducted by staff members in each of the correctional institutions that use the CIPIS system as well as by parole officers. Staff members complete the sections of the rating scale that relate to their level in the correctional system. In addition, the articulation section will be completed by everyone.

Individuals participating in the self-evaluation process will respond based on their experiences with the system during the preceding three months. They do not need to conduct any interviews or special tests on the CIPIS system.

A coordinator will need to be appointed for this process. Since this activity involves all correctional institutions and VTAE districts, a person at the Division of Corrections or the East-Central Wisconsin VTAE Consortium needs to be assigned this responsibility.

Self-evaluation data collected during the first three years will be used to implement and refine the system. After the first three years, the self-evaluation data can be used in conjunction with the recommendations in the external evaluation to further improve the system.

External Evaluation

The external evaluation team will be comprised of from nine to thirteen members. One member will be assigned the team leader's responsibilities. The team leader will be responsible for assigning team members to the sites

to visit, orienting team members to the evaluation process, leading team meetings and coordinating the writing of the final evaluation report.

A graphic description of the team member assignments is given below. Two members will visit the Assessment and Evaluation Center at Dodge Correctional Institution. The other two members will review the E & A process at Taycheetah. The Dodge team will visit Waupun Prison and the Taycheetah team will review the maximum and medium security programs at Taycheetah. Another sub-team of two evaluators will visit maximum and medium security prisons. Two evaluators will be assigned to visit medium and minimum security prisons. One or two sub-teams of two members will be assigned to visit a minimum security prison and parole officers. Two sub-teams will be used if information from two locations in the state is desired.

Stage/Levels In The Correctional System	Sub-Team (1) 4 People	(2) 2 People	(3) 2 People	(4) 2-4 People
a. Assessment and Evaluation b. Maximum Security c. Medium Security d. Minimum Security e. Release-Parole Officers	[*] [*] (2 to Waupun and 2 to Taycheetah)	[*] [*]	[*] [*]	[*] [*]

The evaluation team can be comprised of prison education coordinators, VTAE vocational teachers and university staff members. They should be selected to bring expertise related to the vocational programs involved, prison education, GED, and CBE education. If possible, some vocational teachers from prison vocational education programs should participate on the team.

The typical external evaluation will take 2-1/2 days. An outline of the evaluation schedule can be viewed on the following page. Team members should receive a copy of the self-evaluation report(s) and agenda two weeks in advance of the on-site evaluation.

The team members' evaluation reports will include the three column chart that is included in Appendix A1. Evaluators will place their conclusions (findings), recommendations, and suggested solutions on the chart. In addition, each evaluator will write an evaluation narrative that includes a concise summary of the evaluator's evaluation activities, persons interviewed, and materials reviewed. The narrative will conclude with a summary of major findings.

Evaluation Schedule

Day 1: Orientation to Evaluation Process.

4:00-6:00 p.m. : Team leader orients team members to evaluation process and assignments.

6:00-7:15 p.m. : Dinner

7:15-9:00 p.m. : DOC staff member orients team to the philosophy and goals of the GED and vocational education programs in correctional institutions and the characteristics of the inmates in the institutions to be visited. VTAE coordinator discusses objectives of the vocational programs to be reviewed.

Day 2: Sub-teams of two members each visit two correctional institutions.

8:30-11:00 a.m.: Visit site 1.

- Receive orientation to programs, objectives and educational activities at the correctional institution.
- Discuss career development process for inmates.
- View programs and courses. Interview:
  - * Teachers
  - * Students
  - * Counselors
  - * View sample CIPIS records

1:30-4:30 p.m. : Visit site 2.

- Repeat schedule for morning site visit.

6:00-7:30 p.m. : Dinner

7:30-8:30 p.m. : Individual evaluators summarize their findings.

Day 3: Develop Evaluation Report.

8:00-10:00 a.m.: Consensus Meeting. Discuss evaluation results and develop consensus points.

10:00-Noon : Team members write their evaluation report and recommendations. (A word processing system should be available for those who want to use this system. Reports can be presented in written form.)

Noon-1:00 p.m. : Lunch

1:00-2:30 p.m. : Team members review their reports with team leader, representative of DOC, DPI and VTAE.

2:30-4:00 p.m. : Team leader completes final editing of report and completes executive summary.

Day 4: Evaluation Report Typed.

Arrangements will have to be made for an agency to type the report and have it ready for the Implementation Day.

Implementation Day: Within six weeks, the team leader will meet with representatives of correctional institutions, DOC, VTAE, DPI, and parole officers to present the evaluation findings. Strategies for improving the CIPIS Data System and its utilization with be developed. Participants from correctional institutions will develop plans for improving the CIPIS Data System. If possible, the participants should receive the evaluation report one to two weeks in advance of this meeting.

External Evaluation Team Members

It is the evaluators' responsibility to collect the information needed to make a valid decision for each question. Interview techniques are given in Appendix A2. Each evaluator will need to:

- Interview teachers and counselors in correctional institutions.
- Interview inmates.
- Request a demonstration of the CIPIS Data System at each institution visited.
- Review the CIPIS-CBE records for a sample of inmates.
- Check on the information usage and flows across stages in the system.
- Determine if the competencies are interpreted consistently across levels or stages in the system.

Alternative Evaluation Process

An alternative for evaluating the CIPIS-CBE Data System would be to follow the progress of a sample of inmates through the system. One evaluation team of three to five members can analyze the data for a stratified random sample of former inmates. The sample can be stratified to provide individuals who have entered at each level of security. Within each security level, a random sample of former inmates can be selected.

The CIPIS data records for these individuals would be reviewed to determine if they are complete. Correctional system staff members can then be interviewed to determine when and how this information is used. If possible, former inmates should also be interviewed to determine the extent to which the vocational competencies acquired in prison were relevant to jobs they acquired after release and to any further education they have completed. The questions and criteria on the rating scale will guide the reviews, interviews, and evaluation.

Rating Scale

The rating scale to be used in evaluating the CIPIS-CBE Data System is given on the following pages. This instrument can be used for the self-evaluation and also by the external evaluators.

The rating scale is divided into sections that correspond to the major phases or levels in Wisconsin's Correctional System. These sections are identified by capital letters. In most instances, an external evaluator will be responsible for two phases and the articulation section (Phase F) plus the overall rating (Phase G) during the evaluation.

Rating Scale - CIPIS-CBE Data System

Evaluator _____ Date _____

Directions: This rating scale identifies several phases that input and use data from the CIPIS Data System. These phases correspond to the stages/levels in the correctional system. Criteria for each phase are listed. Use the criteria to guide your review of the CIPIS-CBE Data System. Evaluate each phase that you have an opportunity to review. Use the following responses:

1 = P = Poor-deficient on most criteria

2 = W = Weak-deficient on some criteria

3 = A = Adequate-acceptable on almost all criteria

4 = G = Good-more than adequate on most criteria

5 = E = Exceptional-excedes requirements on all criteria

Evaluation Phase/Criteria	RATINGS				
	1 P	2 W	3 A	4 G	5 E
A. Assessment and Evaluation (A & E)					
1. Are appropriate/needed data entered in inmate's file? • Educational experiences are recorded. • Work experiences are entered. • Ability test results are entered. • Interest test data are entered. • A & E data are entered before the inmates leave the A & E Center. • Other _____	1	2	3	4	5
2. Are A & E data in inmates' files valid and reliable? • A & E data are useful in planning educational programs for inmates. • A & E data accurately reflect the inmates' abilities, interests and experiences. • Other _____	1	2	3	4	5
3. Are staff members in various phases of the correctional system able to use A & E data? • Data are placed in inmates' files on a regular, consistent basis. • Users have direct access to the CIPIS Data System by terminal. • Users have adequate training to interpret the data. • Records for each inmate are complete. • Other _____	1	2	3	4	5

B. **Maximum Security - Sites Visited** _____

4. Do members of the educational staff in maximum security institutions have adequate access to CIPIS Data? 1 2 3 4 5
   - At least one terminal is available in the educational area.
   - Paper copy of a CIPIS record is available when needed.
   - Each staff member or one member who can assist staff can operate the terminal and access the CIPIS system.
   - A & E data are available.
   - GED/Educational program data are available.
   - Vocational competency data are available.
   - Career planning data are available.
   - Other _____

5. Do staff members update the CBE information in the CIPIS file for each inmate on a regular basis? 1 2 3 4 5
   - GED/Educational program progress and test results are entered on a regular, consistent basis.
   - Vocational interest data and plans are updated as new information becomes available.
   - Vocational competencies acquired are entered on a regular, consistent basis.
   - Records for inmates transferred to other institutions are completed within 2 days of transfer.
   - Other _____

6. Is the CIPIS Data System useful in the educational process? 1 2 3 4 5
   - Staff members can interpret the CIPIS data.
   - Staff members use the data to make decisions and to plan their work with inmates.
   - Data needed for decisions are available in CIPIS.
   - Data are accurate.
   - Data are useful for career planning.
   - Other _____

C. Medium Security - Sites Visited _____

7. Do members of the Educational staff in medium security institutions have adequate access to CIPIS data? 1 2 3 4 5
   - At least one terminal is available in the educational area.
   - Paper copy of a CIPIS record is available when needed.
   - Each staff member or one member who can assist staff can operate the terminal and access the CIPIS system.
   - A & E data are available.
   - GED/Educational program data are available.
   - Vocational competency data are available.
   - Career planning data are available.
   - Other _____

8. Do staff members update the CBE information in the CIPIS file on each inmate on a regular basis? 1 2 3 4 5
   - GED/Educational program progress and test results are entered on a regular, consistent basis.
   - Vocational interest data and plans are updated as new information becomes available.
   - Vocational competencies acquired are entered on a regular, consistent basis.
   - Records for inmates transferred to other institutions are completed within 2 days of transfer.
   - Other _____

9. Is the CIPIS Data System useful in the educational process? 1 2 3 4 5
   - Staff members can interpret the CIPIS data.
   - Staff members use the data to make decisions and to plan their work with inmates.
   - Data needed for decisions are available in CIPIS.
   - Data are accurate.
   - Vocational competency data are relevant to the vocational programs available in the medium security institutions.
   - Data are useful for career planning.
   - Other _____

D. Minimum Security - Sites Visited _____

10. Do members of the educational staff in minimum security institutions have adequate access to CIPIS data? 1 2 3 4 5
    - At least one terminal is available in the educational area.
    - Paper copy of a CIPIS record is available when needed.
    - Each staff member or one member who can assist staff can operate the terminal and access the CIPIS system.
    - A & E data are available.
    - GED/Educational program data are available.
    - Vocational competency data are available.
    - Career planning data are available.
    - Other _____

11. Do staff members update the CBE information In the CIPIS file on each inmate on a regular basis? 1 2 3 4 5
    - GED/Educational program progress and test results are entered on a regular, consistent basis.
    - Vocational interest data and plans are updated as new information becomes available.
    - Vocational competencies acquired are entered on a regular, consistent basis.
    - Records for inmates transferred to other institutions are completed within 2 days of transfer.
    - Other _____

12. Is the CIPIS Data System useful in the educational process? 1 2 3 4 5
    - Staff members can interpret the CIPIS data.
    - Staff members use the data to make decisions and to plan their work with inmates.
    - Data needed for decisions are available in CIPIS.
    - Data are accurate.
    - Data are useful in planning work and study release programs.
    - Data are useful in helping inmates develop their post-release occupational plans.
    - Other _____

E. Release: Parole and Final Release - Offices Visited _____

13. Do Parole Officers and others who work with parolees have adequate access to CIPIS data? 1 2 3 4 5
- A terminal is available in the office area used by the parole officers and staff. (In more rural areas, it may be sufficient to have a terminal in selected offices.)
- Parole Officers and staff have adequate training in the use of the terminal and CIPIS Data System.
- Parolees' CIPIS data files are up-to-date and accurate.
- Other _____

14. Do Parole Officers update parolees' employment status regularly? (Note: The VTAE Follow-up Form should be used to collect this information.) 1 2 3 4 5
- Job title.
- Employer.
- Degree to which parolees' work uses competencies developed in the correctional system vocational education program.
- Length of time on the job.
- Parolees' job satisfaction.
- Employer satisfaction with parolee's work.
- Employer survey is completed. (Appendix C)
- One-Year Follow-up Form is completed sometime between 6 and 12 months after the person is released from prison. (Appendix B1)
- 3-Year Follow-up Form is completed sometime between 3 and 5 years after release from prison. (Appendix B2)
- Other _____

15. Do Parole Officers enter educational experiences of parolees? 1 2 3 4 5
- VTAE courses.
- College courses.
- Degrees earned.
- Other _____

16. Do Parole Officers enter parolees' areas of deficiencies? 1 2 3 4 5
- Basic Skills.
- Human relations Skills.
- Vocational work habits.
- Vocational skills.
- Other _____

17. Is the CIPIS Data System used in job placement to help the parolee make a successful transition? 1 2 3 4 5
- Staff members use the data.
- Data needed for decisions are available in CIPIS.
- Data are accurate.
- Other _____

18. Is post-parole follow-up information entered when available? 1 2 3 4 5
- Work status is entered when available.
- Educational status is entered as new information becomes available.
- Family and community status is entered as new information becomes available.
- Other _____

F. Articulation Between Stages/Levels In Correctional System (Evaluate based on phases observed.)

19. Is there adequate articulation within the corrections education system? 1 2 3 4 5
- Access to CIPIS information is functional and fast enough to encourage staff use of the system.
- Data elements in CIPIS have a consistent meaning for staff in all stages of the system. (For example, competency titles and contents are the same across stages/levels.)
- A vocational program has the same competency content across stages.
- Other _____

20. Is there adequate articulation with related VTAE Programs? 1 2 3 4 5
- Data elements (competencies) have a consistent meaning for staff in correctional institutions and VTAE instructors.
- A vocational program offered in a correctional institution and a vocational-technical college have the same competency content.
- VTAE and correctional educators meet to review program content and maintain comparability of programs.
- Other _____

21. Is there adequate articulation with Business and Industry? 1 2 3 4 5

- Competency titles (descriptions) are understood by employers.
- Competencies can be related to job activities and used to place parolees.
- Competencies are relevant to jobs available in the labor market.
- Other _____

G. Overall Rating

22. Give an overall rating to the components/ segments you have evaluated. 1 2 3 4 5

General Comments:

Parole Officers' Role in Evaluation

Parole Officers have an important and unique role in completing the CIPIS-CBE System records for former inmates. They will have contact with most former inmates for a period of time after their release. During this transition time, much valuable data is available on the validity of the competencies acquired in the vocational program and courses. Parole officers can also identify competency areas that need to be strengthened and provide this information to the DOC education staff.

In order to maintain articulation with the VTAE program evaluation, it is recommended that the follow-up surveys used by the Wisconsin VTAE System be used with some modifications. These forms are included in Appendices B1, B2 and C. These forms do not have to be completed each time the Parole Officer meets with a parolee. The One-Year Follow-up (Appendix B1) should be completed 6 months to 1 year after release from prison. The Employer Follow-up (Appendix C) should be completed at the same time. The Five-Year Follow-up Survey (Appendix B2) should be completed three to five years after release. Specifically, it will be completed during the last meeting with the parolee that falls within the three to five years after release.

This process can be facilitated if the survey forms and related data can be printed by the CIPIS-CBE System. Data in the CIPIS-CBE System can be printed on the survey forms and given to the Parole Officer. This information can be verified during the meeting and the remaining questions answered. This form can then be processed at the area office or forwarded to another office for processing.

SECTION IV: SUPPORT SERVICES EVALUATION

As each inmate enters the Assessment and Evaluation Center and then proceeds through the corrections system and out into society, information related to his/her work, physical, social, emotional and mental well-being needs to be recorded into his/her permanent file. Support services are important for inmates if they are to eventually enter post-secondary vocational programs. Support services include the whole range of activities and services that can supplement and complement the educational experiences. Among these are: psychological and educational assessment, group or individual therapy, educational and career counseling, remedial education, job placement assistance, post-release financial aid, and so forth. These services are particularly needed in the correctional context because the inmate populations typically display a higher than average rate of illiteracy, rate of pre-arrest unemployment, incidence of substance abuse, and greater than average educational deficiencies and other social/psychological problems.

INDIVIDUALIZED INMATE PLAN

An Individualized Inmate Plan (IIP) should be developed, continually updated, and be contained within the permanent record file on each inmate who enters and goes through the correctional system. This individual report should contain information on:

(1) Vocational Assessment and Recommendations.

(2) Educational Assessment and Recommendations.

(3) Social/Support Services Assessment and Recommendations.

The functioning levels for each of the above areas should be entered into the CIPIS Data System.

To prepare for the IIP, the Assessment and Evaluation Center can start the process by documenting individual/family information on the inmate. This information can include the following:

* Social services received prior to incarceration (counseling, money,etc.)
* Welfare/Unemployment compensation history
* Drug/alcohol involvement
* Work history
* Social history (counseling, family structure, etc.)
* Medical background
* Educational background
* Testing results on: aptitude, achievement, personality, interest tests.

The above information can be used to develop the inmate's plan. There are three parts to the plan:

A. Begin the Self-Development/ Self-Worth Activity Plan.

Include information on social relationship skills:

- Demonstrating socially responsible behavior.
- Maintaining good interpersonal skills.
- Achieving problem-solving skills.
- Exhibiting appropriate work habits/behaviors.
- Personal goal setting.
- Building self-esteem and confidence.
- Organizational skills.

Determine the methods to be used to assist the inmate in developing the above skills, who is to work with the inmate, and, the timelines for achieving the goals.

B. Begin the Basic Skills Activity Plan.

Include information on:

- Developing independence and survival skills.
- Management of personal finances.
- Reading, spelling, math, writing skills: GED, etc.
- Counseling (Group/Individual).

Determine the methods to be used to assist the inmate in developing the above skills, who is to work with the inmate, and, the timelines for achieving the goals.

C. Begin Basic Transferable Vocational (Work) Skills Activity Plan.

Include information on:

- Assessment of work behaviors.
- Assessment of functional vocational skills that are transferable.
- Implementation of work adjustment program which leads to the correcting of work behaviors and performances.
- Counseling (career/job exploration counseling, interests, etc.)
- Job preparation program (completing interviews, applications, how to search for jobs, job retention, etc.)

The information in Appendix G is from materials contained in the publication Colleges with Fences: A Handbook for Improving Corrections Education Programs by Brian Simms, Joanne Farley and John Littlefield (1987), published by the National Center for Research in Vocational Education.

They provide information on strategies for the delivery of program content to inmates as well as implementation steps and concerns.

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Appendix A1

Phase(s) Reviewed _____

CONCLUSIONS (findings)	RECOMMENDATIONS	SUGGESTED SOLUTIONS

Principles of Interviewing*

We know that in order to understand people, we must know what some of their needs are. A respondent in an interview situation has needs which the interviewer must understand and try to meet.

_____ respondents need to see the interviewer as someone who is not a threat to their immediate or future well-being, nor to their self-esteem;

_____ they need to see the evaluation itself as not posing a threat;

_____ they need to understand, even in a limited way, the purpose of the evaluation, the reason they were selected and why their cooperation is required;

_____ they need to see the interview situation as a pleasant way of spending some time;

_____ they need to feel, after the interview is completed, that they had a real opportunity to express themselves freely on the subject.

To meet the needs of a respondent, the interviewer must be very conscious of what he/she is doing and how he/she is doing it. Certain techniques should be followed to help insure a good interviewing relationship as well as to obtain an accurate, unbiased interview. Let us now turn to a discussion of some of those techniques and procedures.

Establishing and Maintaining Good Interview Relations

A good interviewing relationship requires that respondents feel relaxed and at ease with the interviewer - to the point where they feel free to say what they <u>really</u> think or feel about a given subject, without fear of criticism or disapproval. To maintain an atmosphere of this kind, the interviewer must have a sympathetic interest in people and the ability to recognize and understand their feelings. He/she must respond in an encouraging, reassuring or supportive way. But support should not influence or bias the content of what they say. Assuming you have the basic conviction and sincerity necessary to good interviewing, you will rapidly become sensitive to the moments in an interview where encouragement or reassurance is needed, but some standard professional procedure will help you to minimize the need and to deal with it when it arises.

---

*Adapted from <u>Team Member Handbook</u> for Evaluation, Division of Adult, Vocational and Technical Education, Illinois Office of Education.

Generally, keep the following points in mind while conducting an interview:

a. Be **friendly and informal** but, at the same time, **professional** in your manner. Remember that you are a stranger, and everything you say or do should help to gain the respondent's confidence in you as well as in themselves.

b. Be **neutral** with respect to the subject matter. Do not express your own opinions either on the subjects being discussed by the respondent, on the respondent's ideas about those subjects, or "how we do it at home." You must never betray feelings of shock, surprise, indignation or disapproval at what the respondent is saying either by word or involuntary gesture. Your job is to understand and accept what they are saying, not to approve or disapprove of it, nor to agree or disagree with it.

c. Be a **sympathetic, interested** and **attentive** listener. Encouraging nods, "uh-huhs", "I know how you feel," and similar gestures will convey to respondents that they are understood and that their opinions are valued and appreciated. But don't overdo it! There is nothing quite so distracting to the average person as the listener who keeps up a running stream of "uh-huh," "is that so," when it's not needed. A nod of the head is usually a much more articulate way of showing your interest than a constant clucking in the background, which many respondents will feel is a camouflage for a lack of genuine interest in them and their problems.

d. Be **observant**. Be alert to the way in which respondents express themselves and to gestures they use. These signs may serve as clues that respondents are becoming uncomfortable and ill-at-ease or that they are not expressing what they feel.

e. Last, but not least, **be at ease yourself**, in the interview situation. If you feel hesitant, embarrassed, hurried, or awkward, the respondent will soon sense this feeling and behave accordingly.

Beyond these standard points applicable to all interviews, there are some respondents or situations that require encouragement or reassurance either in getting the interview started or during its course. The cardinal principal in all of these cases is to put the respondents at ease and to get them interested in the interview. Frequently you will know what to do simply by putting yourself in the respondent's position, and asking yourself how you would be feeling under those circumstances.

Name: _____
Date: _____
Parole Officer: _____

APPENDIX B1
ONE YEAR
STUDENT FOLLOW-UP

The following survey was adapted from the VTAE Student Follow-Up, Wisconsin Board of VTAE.

Please check one answer.

1. How do you feel about the training you received in our vocational program?

   _____ Very satisfied
   _____ Satisfied
   _____ Unsatisfied
   _____ Very unsatisfied

2. What was your primary reason for enrolling in the vocational program?

   _____ Preparation for getting a job
   _____ Improvement of existing job skills
   _____ Preparation for further education
   _____ Personal interest
   _____ Other: _____

3. Which *one* of the below *best* describes your present status?

   _____ Employed
   _____ Active military service
   _____ Not employed, but looking for a job
   _____ Student
   _____ Not available for employment, please list reason
   _____
   _____

4. What vocational program were you enrolled in? _____
   _____
   At which site(s) _____

5. When did you complete the vocational program?

   Month _____ Year _____
   _____ Never completed

NOTE: If you are currently employed, please continue with question 6. If not employed skip to question 8.

6. Is your job related to the training you received at our vocational program?

   _____ Directly _____ Somewhat _____ Not at all

7. Please list the following job information.

   A. Job title: _____
   B. Job duties: _____
   _____
   C. Name of employer:
   _____
   Company or Firm
   Work address:
   _____
   Street
   _____
   City State Zip

   D. When did you start your job? _____

May we contact your supervisor in our Employer Survey as explained in the cover letter?

_____ Yes _____ No

If yes, name of immediate supervisor:

_____
First Name Last Name

E. What is your present wage, BEFORE DEDUCTIONS? DO NOT INCLUDE OVERTIME. Please give one:

$_____/Hour $_____/Week $_____/Month $_____/Year
(Used only to compute average wages paid in your field.)

F. How many hours do you work during an average work week?

_____ Hours

8. What additional skills and competencies do you need? _____
   _____

9. Do you have any recommendations for improving the vocational programs we offer? _____
   _____

Thank you very much for your cooperation. Please return this completed form as directed.

Name: _____
Date: _____
Parole Officer: _____

APPENDIX B2

WISCONSIN DIVISION OF CORRECTIONS
3 - 5 Year Longitudinal Study

Please respond to the following statements:

1. How important was vocational/technical education in beginning your career?

☐ Very Important ☐ Important ☐ Somewhat ☐ No Importance

2. How important is/was vocational/technical education in your career advancement?

☐ Very Important ☐ Important ☐ Somewhat ☐ No Importance

3. I would recommend vocational/technical education to others entering my field?

☐ Definitely ☐ Maybe ☐ No

4. Since your release, have you taken any additional career related courses:

_____ Yes, at Vocational/Technical School
_____ Yes, at College/University
_____ Yes, at _____
(please specify)
_____ No

5. Have you received any other degree/diploma since your release from our facility?

Yes, at _____
Institution Degree
_____ No

6. If you attended a VTAE, were you able to use your experience in the correction vocational program for advanced study in a VTAE program?

_____ Yes _____ No

7. How many jobs have you held since your release:

0 1 2 3 4 5 More than 5

8. How many jobs have you held that were related to your vocational/technical education program?

0 1 2 3 4 5 More than 5

9. How many times have you been promoted or advanced in your career since your release? (excluding annual salary increases)

0 1 2 3 4 5 More than 5

10. Which one of the following best describes your present status?

_____ Employed
_____ Military service
_____ Not employed, but looking for a job
_____ Student
_____ Not available for employment, please reason _____
_____

IF EMPLOYED, PLEASE CONTINUE WITH QUESTION 11
IF NOT EMPLOYED, PLEASE SKIP TO QUESTION 13

11. Please list the following job information.

A. Job title _____
B. Job duties _____
_____
C. Name of employer _____
Location _____
City State
D. Is your job related to the work training you received at our facility?

_____ Directly related _____ Somewhat related _____ Not related

E. What is your present wage, before deductions? (Do not use overtime. Strictly confidential. Used only to compute average wages in your field.)

_____ _/Hour or _____/Week or _____/Month or _____/Year

F. How many hours do you work during an average work week?

_____ Hours

12. If you are working in a job that is not related to your training, please indicate the reason. (Check one):

_____ Worked previously in related job, but changed to advance.
_____ Found I enjoy another type of work more.
_____ Unable to find related job in my geographic area.
_____ Could earn more in another field of employment.
_____ Other, please specify. _____

13. What suggestions do you have to improve our vocational programs and/or activities?

_____
_____

Appendix C: Employer Survey

This survey was adapted from the state of Maine's Vocational/Technical Student Follow-up System and Evaluating Vocational Education Programs: A Handbook for Corrections Educators, Ohio State University.

PLEASE RESPOND TO THE FOLLOWING QUESTIONS BY CIRCLING THE APPROPRIATE NUMBER.

I. In comparison with other workers of about the same age, and who have been on the same job or a similar one, for approximately the same length of time, how would you rate this employee on:

	Excellent	Good	Poor	Does Not Apply
1. The quality of employee's work	1	2	3	4
2. The quantity of employee's work	1	2	3	4
3. The degree to which the employee possesses specific job-related knowledge important to success on this job	1	2	3	4
4. The degree to which the employee is able to operate the equipment and apparatus used on the job	1	2	3	4
5. The degree to which the employee possesses adequate reading, verbal, and computational skills	1	2	3	4
6. The degree to which the employee possesses specific job-related knowledge necessary *to advance* in this field	1	2	3	4

II. In comparison with other workers of about the same age, and who have been on the same job or a similar one, for approximately the same length of time, how would you rate this employee on:

1. Willingness to accept responsibility	1	2	3	4
2. Judgment, ability to make decisions, plan, organize	1	2	3	4
3. Ability to work without supervision	1	2	3	4
4. Willingness to learn and improve	1	2	3	4
5. Cooperation with co-workers	1	2	3	4
6. Cooperation with management	1	2	3	4
7. Compliance with company policies, rules, and practices	1	2	3	4
8. Work attendance/punctuality	1	2	3	4
9. Customer/client relations	1	2	3	4

III. Did employee require any on-the-job training: Yes ☐ No ☐

If so, approximate number of hours: Hours _____

IV. Did the fact that this person graduated from a vocational/technical program influence your decision to hire him/her? Yes ☐ No ☐

Appendix D: Program Self-Evaluation

The following questionnaire can be used as a part of a self-study or by the program review team to evaluate the vocational education program. It was adapted from materials used by the Minnesota Department of Corrections and Evaluating Vocational Education Programs: A Handbook for Corrections Educators, Ohio State University. Changes in these materials appear in script-style type.

PART I: PHILOSOPHY

1. What is the philosophy of your vocational program?

_____

_____

_____

_____

2. Has the philosophy been discussed with-	Yes	No
a. Administrators?	___	___
b. Supervisors (local)? *[Prison Education Director and VTAE]*	___	___
c. Supervisors (state)? *[DOC, DPI, and/or WBVTAE]*	___	___
d. Instructors?	___	___
e. Students?	___	___
f. Other publics?	___	___

3. Is the philosophy of the vocational program compatible with that of the institution? (Explain)

_____

_____

_____

_____

PART II: PROGRAM AND COURSE OBJECTIVES

Program Objectives

1. The vocational education course should prepare individuals for living and employment by developing-

	Yes	No	N/A
a. Attitudes accepted by the employer and society	___	___	___
b. Entry-level skills	___	___	___
c. Work-related skills	___	___	___
d. Communication skills related to work and living	___	___	___
e. Human relation skills	___	___	___
f. Family and/or community responsibility	___	___	___
g. Dignity in quality workmanship	___	___	___
h. Self esteem	___	___	___
2. Train students to a level of acceptable quality to meet employer needs	___	___	___
3. Provide an effective and practical plan for post-training follow-up	___	___	___
4. Initiate an exact plan to obtain community support of the vocational program	___	___	___
5. *Develop the skills needed to be employable in jobs within the prison*	___	___	___

Course Objectives

1. To provide an atmosphere conducive to learning	___	___	___
2. To assist each individual in recognizing a need for learning and behavior changes	___	___	___
3. To help individuals understand themselves and their environment	___	___	___
4. To develop within each individual a sense of self-worth	___	___	___
5. To provide learning experiences related to living and earning a living	___	___	___
6. *To identify specific criteria for performance*	___	___	___

PART III: ADVISORY COMMITTEES	Yes	No	N/A
1. Consistent of statewide industrial personnel-one group to advise all institutions	—	—	—
2. Confirm or suggest improvements to course contents	—	—	—
3. Advise on education level and qualifications for-			
a. Training course entry	—	—	—
b. Job entry	—	—	—
4. Advise on job availability	—	—	—
5. Advise on facilities and equipment	—	—	—
6. Have access to the program advisory committee at the home VTAE district	—	—	—
(Questions to be developed after committee is formed)			

PART IV: COURSE OUTLINE			
1. Is there a working outline available for the course?	—	—	—
2. Is the outline made current periodically as changes in the field occur? *(Is it current with the outline used by the home VTAE district?)*	—	—	—
3. Is the working outline structured properly?	—	—	—
4. Are instructional aids identified and numbered or lettered for efficient use?	—	—	—
5. Is there a time element listed for-			
a. Each item?	—	—	—
b. Each unit (subtotal)?	—	—	—
c. Course (total)?	—	—	—
6. Is the outline in consistent use?	—	—	—
7. Are listed references up-to-date?	—	—	—
8. Has the course content been confirmed by the advisory committee?	—	—	—
9. *A VTAE-DOC approved competency list is used to identify course content.*	—	—	—
10. *Does it facilitate competency-based education?*	—	—	—

PART V: LABORATORY OR INDUSTRIAL FACILITY			
1. For practical work assignments, is there ample space?	—	—	—
2. Are all work stations visible to the instructor?	—	—	—
3. Is there sufficient classroom space available for teaching the related and theory content of the course?	—	—	—
4. Does the facility lend itself to being flexible for teaching from various parts of the course outline?	—	—	—
5. Are storage areas adequate and orderly?	—	—	—
6. When necessary, do students have proper project storage facilities?	—	—	—
7. Are utilities sufficient?	—	—	—
8. Do safety features exist where required?	—	—	—
a. Electrical? (restricted and supervised use)	—	—	—
b. Fire? (ample extinguishers)	—	—	—
c. Student protection? (glasses, gloves, etc.)	—	—	—
d. Equipment? (guards, etc.)	—	—	—
9. Are the acoustics and ventilation adequate?	—	—	—
10. Where required, are dust collection and exhaust systems adequate?	—	—	—
11. Is there adequate lighting in-			
a. Laboratory or industrial facility?	—	—	—
b. Classroom?	—	—	—
c. Storage area?	—	—	—
12. Are major and minor maintenance repairs done as soon as possible?	—	—	—
13. Is the laboratory-classroom location convenient to related facilities?	—	—	—

	Yes	No	N/A
14. Do the laboratories contain an industrial color coding system?	—	—	—
15. Are good housekeeping practices evident?	—	—	—
16. Does it facilitate competency-based education?	—	—	—

PART VI: TOOLS AND EQUIPMENT

1. Does each work station have the necessary hand and/or power tools for use in completing assignments?	—	—	—
2. Has consideration been given to the arrangement of tools and equipment to provide opportunity for efficient use?	—	—	—
3. Is power equipment properly located to promote safety?	—	—	—
4. Are tools and equipment properly maintained?	—	—	—
5. Are tools and equipment used an accurate representation of those used in the world of work for that vocation?	—	—	—
6. Is there an efficient procedure developed for repairs and/or replacement of defective tools and equipment?	—	—	—
7. Are all necessary visual aids available?	—	—	—
8. Do the facilities include a visual aids laboratory?	—	—	—
9. Are there ample bulletin boards in good condition?	—	—	—
10. Are the tools and equipment compatible with those in the home VTAE district?	—	—	—

PART VII: MATERIALS AND SUPPLIES

1. Are there sufficient funds budgeted for ordering and maintaining a sufficient stock of materials and supplies used for instructional purposes?	—	—	—
2. Is the procedure for ordering replacement materials and supplies efficient?	—	—	—
3. Do materials and supplies used to complete practical work assignments correspond to those used in the world of work?	—	—	—

PART VIII: INSTRUCTION

1. Are classroom furnishings conducive to the teaching-learning environment?	—	—	—
2. Is there a teaching-learning atmosphere in the classroom environment?	—	—	—
3. Are the grooming habits displayed by the instructor acceptable?	—	—	—
4. Is an accepted technique of instruction followed with some finesse? For example-			
a. Preparation	—	—	—
b. Motivation	—	—	—
c. Objectives	—	—	—
d. Presentation	—	—	—
e. Review	—	—	—
f. Assignment	—	—	—
g. Follow-up	—	—	—
5. Do teaching-learning assignments follow in an orderly sequence?	—	—	—
6. Does each student *receive adequate information on each* assignment?	—	—	—
7. Are students permitted to work at a rate comparable to their ability? (Assuming proper placement)	—	—	—
8. When possible and practical, are students taken to a related industrial environment?	—	—	—
9. Do the entry-level skills being taught-learned meet the requirements of industry?	—	—	—
10. Do the students display a sincere interest in their classroom-laboratory assignments?	—	—	—
11. Is there a display of an acceptable attitude in and out of the teaching-learning environment?	—	—	—
12. Are instructors free to make student progress evaluation and to make recommendations for reassignment of students?	—	—	—

13. Is instruction being offered at the level as indicated by the course outline? ___ ___ ___
14. Is there evidence of good student-teacher rapport? ___ ___ ___
15. Is there specific effort put forth with a purpose of imporving attitudes when necessary? ___ ___ ___
16. Are health problems corrected as soon as possible? ___ ___ ___
17. Are job or practical work assignments prepared as "handout" material? ___ ___ ___
18. Does the classroom or laboratory have definite organization? ___ ___ ___
19. Is the average attention span for the group considered? ___ ___ ___
20. Are there standardized tests for-
    a. Course entry? ___ ___ ___
    b. Course progress? ___ ___ ___
    c. Course completion? ___ ___ ___
21. Does the training period recommended provide ample time for learning entry-level skills? ___ ___ ___
22. *Are evaluation techniques and procedures valid and adequate to assess attainment of course competencies?* ___ ___ ___
23. *Evaluation criteria are the same as those used in the program offered at the home VTAE district.* ___ ___ ___
24. *Students' competency records are kept up-to-date.* ___ ___ ___

PART IX: ADMINISTRATION

1. Do personnel from industry visit the local institutional program for evaluation purposes? ___ ___ ___
2. Are instructors consulted by assignment, placement, or classification committees on placement of students in their classes? ___ ___ ___
3. Does the instructor have access to a visual aids laboratory? ___ ___ ___
4. Is the class within the recommended student count? ___ ___ ___
5. Is there an established program for retraining or for attending college-level courses for instructors? ___ ___ ___
6. Does the program have criteria for reassignment of a student when necessary? ___ ___ ___
7. Is there specific and accurate communication among members of a treatment team or institutional classification committee? ___ ___ ___
8. Are methods used for evaluating the same course, offered in one or more programs, uniform? ___ ___ ___
9. Is there some definite procedure for routing practical work problems? ___ ___ ___
10. Are tests available for each course designed to determine level of entry into the training or progress achieved during training? ___ ___ ___
11. Does the follow-up plan meet the needs of the individual for the required time period? ___ ___ ___
12. Do the classroom academic instructors relate the subject matter they teach in the areas of computation and communication to the vocational educattion courses? ___ ___ ___
13. Are these extracurricular activities organized to promote vocational education in the institution? ___ ___ ___
14. Is there a procedure for determining certificate expiration date available to the institution? ___ ___ ___
15. Are certificates of credit given only to those who have salable entry-level skills for a specific vocation? ___ ___ ___
16. Is there definite support for apprenticeship training and on-the-job training where applicable? ___ ___ ___

PART X: COMMENTS

The institutional education program staff, particularly those concerned directly with one or more aspects of the vocational education program, will be expected to become very familiar with the total contents of this set of standards. Those administrators, involved only indirectly, are requested to direct their attention to Part IX.

COMMENTS BY INSTRUCTOR:

Signature _____

COMMENTS BY INSTITUTIONAL EDUCATION SUPERVISOR:

Signature _____

COMMENTS BY SUPERINTENDENT OF INSTITUTION:

Signature _____

APPENDIX E: EXTERNAL EVALUATION FORM

This set of instructions and following form was adapted from the Local Education Assessment Program, Georgia Department of Education and Evaluating Vocational Education Programs: A Handbook for Corrections Educators, Ohio State University.

A program evaluation involves the visitation, observation, and analysis of an instructional program by a team of individuals with expertise in the area and with the purpose of providing suggestions for improvement.

Previsit Duties

1. Study the curriculum outline of the program to be evaluated.
2. Compare the curriculum being taught with actual needs of business and industry.
3. Examine the Program Review Team Evaluation forms that will be used as a guide during the actual team visit.
4. Make an effort to contact all faculty personnel and as many students as possible.
5. Record comments and observations on the Program Review Team Evaluation Form.
6. Meet with the Institutional Representative for the Summary Conference to discuss the visit, review and assess their findings, and to make recommendations.
7. Submit individual Program Review Team Evaluation Reports to the Institutional Representative and clarify any ambiguous statements or responses.

External Evaluation Form

1. *Physical Facilities* – To have effective instruction, the physical facilities must meet the needs of the program and students. Please rate the following:

Evaluation Scale

3 points: Excellent – Needs no improvement
2 points: Adequate – Needs slight improvement
1 point: Inadequate – Needs definite improvement
0 points: Not Applicable – Does not apply

(CHECK APPROPRIATE RESPONSE)

	3 points	2 points	1 point	0 points
a. The size of the classroom(s)				
b. The size of the laboratory area(s)				
c. The lighting in the classroom(s)				
d. The lighting in the laboratory area(s)				
e. Gas supply, if needed for instructional operation				
f. Water supply, if needed for instructional operation				
g. Electrical service available				
h. The noise level of the department				
i. Safety conditions in the classroom(s)				
j. Safety conditions in the laboratory area(s)				
k. Housekeeping—neatness and organization				
l. Proper storage facilities				
m. Walking/working space available for free and unobstructed movement in the area(s)				

Comments: (Please identify classroom by giving room number.)

EXAMPLE: Room 107 needs five additional electrical outlets.

Instructional Program

(a) Are program goals and objectives clearly stated? If no, identify those needing change.

YES ☐
NO ☐

(b) Are provisions made to eliminate sex or racial bias in this program? If no, identify needed changes.

YES ☐
NO ☐

(c) Are program goals and objectives consistent with occupational standards? If no, identify those needing change.

YES ☐
NO ☐

(d) Are program goals and objectives in printed form?

YES ☐
NO ☐

(e) Are student learning experiences consistent with occupational practices and standards? If no, identify those needing change.

YES ☐
NO ☐

(f) Are the occupational techniques being taught consistent with occupational practices and standards? If no, identify those needing change.

YES ☐
NO ☐

(g) Are provisions made within the program to work with special needs such as disadvantaged and handicapped students? If no, identify needed modifications.

YES ☐
NO ☐

3. Equipment

(a) Is the equipment in this program modern and current according to the standards of business and industry? If no, identify that which is out of date. YES ☐ NO ☐

(b) Is sufficient equipment available for student use? If no, identify specific equipment where additional quantities are needed for student use. YES ☐ NO ☐

(c) Is the equipment in this program in proper operating condition? If no, identify that which needs repair. YES ☐ NO ☐

(d) Is an adequate preventive-maintenance plan used with the equipment in this program? If no, suggest ways for improvement. YES ☐ NO ☐

(e) Is all the equipment in this program safe for student use? If no, identify unsafe equipment. YES ☐ NO ☐

(f) Based on your observation, are students practicing proper safety procedures? If no, identify improper safety procedures. YES ☐ NO ☐

(g) Is equipment available sufficient to meet new and emerging trends in business and industry? If no, identify new equipment needed. YES ☐ NO ☐

4. Supplies

(a) Are currently needed supplies on hand or readily accessible? If no, identify those needed. YES ☐ NO ☐

_____

_____

_____

_____

(b) Are supplies in sufficient quantity to meet student needs? If no, identify supplies where greater quantity needs to be maintained. YES ☐ NO ☐

_____

_____

_____

_____

(c) Is the quality of supplies consistent with those used in the occupational setting? If no, identify supplies where the quality is not consistent with those used in the occupational setting. YES ☐ NO ☐

_____

_____

_____

_____

(d) Are supplies efficiently expended so as to minimize waste? If no, please give suggestions for improvement. YES ☐ NO ☐

_____

_____

_____

_____

5. Instructional Materials

(a) Is there sufficient quantity of printed instructional materials (such as supplemental reading lists, related practice exercises, handouts, etc.) available? If no, identify those needed. YES ☐ NO ☐

_____

_____

_____

_____

(b) Are the printed materials up to date? If no, identify those that are outdated. YES ☐ NO ☐

_____

_____

_____

_____

(c) Is there a sufficient quantity of audio-visual instructional materials available? If no, identify those needed. YES ☐ NO ☐

_____

_____

_____

_____

(d) Are the audio-visuals up to date? If no, identify those that need updating.

YES ☐
NO ☐

(e) Is there sufficient quantity of reference materials available for student use? If no, identify those that are needed.

YES ☐
NO ☐

(f) Is sex or racial bias eliminated in the instructional materials used in this program? If no, identify specific materials that are slanted toward a particular sex or race.

YES ☐
NO ☐

Appendix F: External Evaluation Team Report Form

This form was adapted from the Local Education Assessment Program, Georgia Department of Education and Evaluating Vocational Education Programs: A Handbook for Corrections Educators, Ohio State University.

Program: Date:

Team Member:

The External Evaluation Team Members make the following conclusions and recommendations in the following areas:

1. Physical Facilities
2. Instructional Program
3. Equipment
4. Supplies
5. Instructional Materials
6. Staff Development

Each Program Review Team Member should visit the area of the program being evaluated; observe the physical facilities, equipment, supplies, etc.; interview all instructors and random sample students; examine program goals and objectives, handouts, etc.; and ask for any needed interpretations and clarifications. While in the program area, the team member should record responses and observations on the Program Review Team Evaluation Report. The recommendations may be written then or during the Summary Conference session.

Appendix G

This set of materials is taken from the publication Colleges With Fences: A Handbook for Improving Corrections Education Programs by Brian Simms, Joanne Farley and John Littlefield (1987), published by the National Center for Research in Vocational Education.

Although correctional educators must address the context within which their programs operate, they must simultaneously deal with the activities that actually comprise the program's delivery system. Indeed, it is in the area of delivery that educators usually have the most control and consequently can be most influential in implementing programs. This section focuses on strategies related to four types of educational inputs as follows:

- Inmate-learner characteristics
- Support services
- Curriculum content
- Instructional quality

Strategies Related to Inmate-learner Characteristics

Students are the primary inputs into the educational process. Their prior learning histories have a significant influence on how they approach new learning tasks. For example, a learner's attitudes toward learning, and self-concept as a learner, both affect how the learner performs in new educational contexts. Such factors are particularly relevant for inmate-learners, many of whom have had discouraging educational experiences and are reluctant to risk further failure. Given these conditions, the following strategies are aimed at gaining motivated and positive participation from inmates in postsecondary vocational education courses and programs.

STRATEGY 1 Select admissions policies so that only those inmates who are highly motivated and who have the prerequisite skills and knowledge are enrolledin postsecondary vocational education programs.

Rationale

Many inmates are reluctant to venture into the correctional education domain. Of those who are not reluctant, there are often those who enroll simply out of boredom or because they believe that school will be a relatively easy way to "do time." In neither of these cases do the inmates participate out of a sincere desire to learn.

Inmate-learner Characteristics

STRATEGY 1

Select admissions policies so that only those inmates who are highly motivated and who have the prerequisite skills and knowledge are enrolled in postsecondary vocational education programs.

STRATEGY 2

Encourage participation in postsecondary vocational programs by providing course, program, and tuition payment information to all inmates.

STRATEGY 3

Provide financial incentives for education that are similar to those given to inmates who work in prison industry and other institutional job assignments.

Support Services

STRATEGY 1

Establish an inmate assessment team staffed by educational and correctional personnel to create a comprehensive educational plan for each inmate who participates in the postsecondary vocational education program.

STRATEGY 2

Integrate and coordinate the activities of postsecondary vocational education programs and prison industries.

STRATEGY 3

Develop services that support an inmate's integration into society.

Curriculum Content

STRATEGY 1

Use national and statewide labor market information whenever possible in the vocational program selection and planning process.

STRATEGY 2

Form a vocational education advisory committee to direct the planning and implementation of new postsecondary vocational education programs.

STRATEGY 3

Eliminate any indication on postsecondary degrees, awards, and certificates that the inmates' education attainment was achieved through a correctional education program.

STRATEGY 4

Make certain that the postsecondary correctional vocational programs adhere to accrediting standards and procedures used by free-world educational institutions in order to ensure program equivalence.

Figure 3. Strategies related to delivery of postsecondary correctional vocational education.

STRATEGY 5

Encourage correctional educational staff to provide special minicourses in subject areas that they and/or the inmates find mutually beneficial.

Instructional Quality

STRATEGY 1

Individualize postsecondary vocational instruction to the extent necessary to accommodate the learning needs of inmate-learners.

STRATEGY 2

Implement competency-based or performance-based instructional modules wherever appropriate and feasible.

STRATEGY 3

Implement time-on-task procedures to increase the productivity of educators' and inmate-learners' instructional time.

STRATEGY 4

Utilize positive rather than negative reinforcements to reward inmate-learner performance when appropriate.

STRATEGY 5

Ensure that the postsecondary vocational education faculty is composed of both correctional staff and educators from an external educational institution.

STRATEGY 6

Provide all new educational staff with some form of orientation and training in correctional procedures and correctional education philosophy.

STRATEGY 7

Provide educational staff with opportunities to upgrade their skills and knowledge as educators.

Figure 3 (continued)

Some correctional educators indicate that, at the secondary level, the first concern is simply to get inmates to participate in educational programs regardless of their reasons. These educators say that often inmates who enroll for reasons other than learning get "hooked" and begin to seek learning experiences seriously.

Many of these same educators believe that admissions to postsecondary programs should be more selective for several reasons. First, correctional educators must work hard to convince the public that the quality of education received by inmates is equal to that found in free-world institutions. One way to do this is to ensure that only qualified and motivated learners graduate from the prison programs. Therefore, only qualified and motivated learners should be accepted into the program in the first place.

A second reason is that inmates who do not have prerequisite skills and knowledge to succeed in a program may only experience frustration and may ultimately have to drop out of the program. It may be better to route such individuals through secondary or adult basic education courses which will provide them with the skills needed to succeed later in postsecondary programs.

A final reason for selective admissions policies at the postsecondary level is that inmate-learners who work hard to get through high school completion courses, adult basic education courses, and/or secondary level courses in order to gain admission to postsecondary programs may easily be demoralized and disillusioned if lax policies admit just anyone into such programs.

Implementation Steps

The following steps are important in implementing the strategy:

- Postsecondary vocational educators should carefully and clearly identify the competencies and knowledge needed by participants prior to admission to courses and/or programs.

- Educators (or a committee thereof) should carefully review the admissions criteria in use for each and every postsecondary vocational education program in order to evaluate how they match with the prerequisite skills and knowledge necessary for participation in the program.

- Postsecondary vocational educators should review the procedures used to assess inmates' educational and occupational skill levels prior to admission postsecondary programs.

- Postsecondary vocational educators should determine where revisions are needed in either the intake assessment process or the screening process for enrollment in postsecondary programs. Recommendations on the nature and scope of such revisions should also be formulated and reported to the administrative entity responsible for admissions policies.

Implementation Concerns

The following concerns should be kept in mind when planning implementation of the strategy:

- One of the major concerns in tightening up the admissions criteria for postsecondary vocational programs is that highly motivated individuals will be rejected on the basis of not having the prerequisite skills and knowledge and will, consequently, be "turned off" by the entire process. To avoid this, the educational assessment process should be structured so that inmates are informed early on of what their current educational options are, and what their educational needs are, for pursuing postsecondary vocational degrees or certificates. In this way, highly motivated inmates will be encouraged to participate in the educational activities in which they are likely to succeed.

- A second concern is the problem that some or all of the admissions criteria may disallow members of certain groups from participation in the postsecondary vocational programs. One means of avoiding this problem is to allow representatives of numerous groups potentially affected by the admissions criteria to review the criteria for unfair and systematic bias.

Sources of Additional Information

The following contains a synthesis and description of current practices for improving the basic skills at the secondary and postsecondary levels:

- Lotto, L. S. *Building Basic Skills: Results from Vocational Education.* Columbus: The National Center for Research in Vocational Education, The Ohio State University, 1983.

This document discusses strategies underlying studies to identify selection and admission criteria of vocational education students:

- Pucel, D. J. *Review and Synthesis of Criteria Useful for the Selection and Admission of Vocational Students.* Columbus: The National Center for Research in Vocational Education, The Ohio State University, 1980.

This guidebook specifies eight essential tasks in planning and implementing a testing and assessment program, including abstracts of test instruments for measuring specific skill areas:

- The National Center for Research in Vocational Education. *Testing in Employment and Training Problems: An Action Planning Guidebook.* Columbus: The National Center for Research in Vocational Education, The Ohio State University, 1983.

STRATEGY 2 Encourage participation in postsecondary vocational programs by providing course, program, and tuition payment information to all inmates.

Rationale

Funding for postsecondary education programs is primarily obtained via Pell grants and state postsecondary grants. Another source of funding is contractual arrangements between the college or university that provides educational services and the prison facility or state department of corrections. Personal resources of inmates, Veterans'Administration benefits, and private scholarships are utilized in some cases, but these account for only a small portion of the tuition and program fundings when compared to federal and state grants and the resources committed by contractual agreements between postsecondary institutions and prison systems. When outside funding sources are available, inmates do not have to incur the costs of participation.

Implementation Steps

The following are steps for strategy implementation:

- Postsecondary vocational educators should develop a handbook that describes each educational program and the time of year when it is offered.
- Inmates who are eligible for postsecondary vocational program participation should be presented with a course catalogue.
- Inmates should be made aware of whom to contact in order to sign up for a course.

- Educational staff (e.g., a vocational counselor) should work with the newly enrolled inmate to seek financial assistance. Staff should provide guidance in filling out proper forms for financial aid.

Implementation Concerns

The following concern is critical in implementing the strategy:

- Correctional employees and the community may complain because inmates qualify for grants when law-abiding citizens' sons and daughters are ineligible because of family income levels.

Sources of Additional Information

The following institution has effectively used a mail-in registration process that has informed inmates of available course and program offerings:

Education Department
State Correctional Institution-Huntingdon
Huntingdon, PA 16652
(814) 643-2400

STRATEGY 3 Provide financial incentives for education that are similar to those given to inmates who work in prison industry and other institutional job assignments.

Rationale

Participation in correctional education programs should be considered a job assignment within the institution and participants should receive wages comparable to other job assignments in food service, maintenance, or prison industry. If the wages paid to other working inmates are significantly higher than the stipend paid to those enrolled in educational programs, inmates will forego the educational opportunities for the monetary rewards. A significant inequity in wages paid for work at an institutional job versus participation in educational programs may benefit the institution in the short run, but in the long run will not help improve an inmate's chances of a successful, legal, and productive postrelease experience. But, given a stipend, the inmate may participate in postsecondary vocational programming on the basis of desire and interest instead of immediate economic needs.

Implementation Steps

The following steps are important when implementing the strategy:

- The differences between the monetary reimbursement in institutional work assignments and educational stipends should be reviewed.

- If inequities are revealed, strategies should be formulated to remedy the situation. For example, educational stipends should be increased or additional nonmonetary rewards should be provided to educational program participants (e.g., incentive good-time credit).

Implementation Concerns

Keep the following concern in mind when implementing the strategy:

- The provision of monetary rewards in educational programs will incur additional costs by a state department of corrections.

Sources of Additional Information

The Ohio Department of Rehabilitation and Corrections pays an inmate-learner the same wages as an inmate with a full-time institutional work assignment or an industrial assignment.

For more information, contact the following:

- Ohio Department of Rehabilitation and Correction
  1050 Freeway Drive North
  Columbus, Ohio 43229
  (614) 431-2796

Strategies Related to Support Services

Correctional institutions differ widely in the types and number of support services they provide to inmates in conjunction with educational services. Common support services include educational and psychological assessment, individual and group therapy, vocational or career counseling, and job placement assistance. Such support services can be valuable resources for the delivery of postsecondary vocational programs.

STRATEGY 1 Establish an inmate assessment team staffed by educational and correctional personnel to create a comprehensive educational plan for each inmate who participates in the postsecondary vocational education program.

Rationale

A long-term individual education plan should be formulated for each inmate who enrolls in the postsecondary vocational education program. An educational assessment team should be created for this purpose. Each team would assess an inmate's educational needs through the use of standardized tests in order to design an individual educational program (IEP). The team would also monitor an inmate's progress through the prison educational system. This plan must be realistic in terms of the inmate's present educational level, skills to be obtained, and possibilities for work experience while still incarcerated, as well as postrelease employment objectives and opportunities.

The team should try to incorporate work assignments and work-related experiences to complement the postsecondary vocational curriculum. These work assignments may be in food service, maintenance, or prison industries. Depending upon the needs of the institution and the vocational skills developed in the curriculum, the related work assignments may be on a part-time basis while the inmate is enrolled in the postsecondary vocational program, or scheduled at the completion of postsecondary vocational training.

The objectives of the development of the IEP should be (1) to complement the postsecondary vocational training and (2) to fulfill the labor needs of the institution's food service, maintenance, and prison industries.

Implementation Steps

The following are important steps in implementing the strategy:

- Postsecondary education staff should be appointed either to a classification/reclassification team or to a separate assessment team established for the process of developing the IEPs.
- Program administrators should meet with the institutional members of the team to educate them about team objectives and to provide examples of IEPs so that the team members will have guidelines to follow prior to the development of an IEP for an inmate.
- The quality of the IEPs should be evaluated periodically in order to elicit inmate and institutional personnel responses to the implementation of the IEPs.

Implementation Concerns

The following concerns are relevant in planning the implementation of the strategy:

- Members of the assessment team may emphasize the needs of the institution over the educational needs of the inmate/student.
- The cost of initial assessments and the time involved with the development of the IEPs for each inmate participant may increase, as may the time and efforts involved in counseling the program participants.

Sources of Additional Information

At the State Correctional Institute, Huntingdon, Pennsylvania, personalized treatment contracts are developed through inmate/staff interaction. Each inmate explores his own educational needs and then agrees to participate in vocational programs of interest. For additional information, contact the following:

- Pennsylvania Bureau of Corrections
  Box 598
  Camp Hill, PA 17011
  (717) 787-7480

This source contains a printout from the computerized ERIC database including abstracts on resources regarding the development of literacy in community colleges, teaching adult students to read and write, enhancing adult employability skills, developing task-oriented materials for adult education, and teaching English as a second language:

- The National Center for Research in Vocational Education *ERIC Update: Adult Basic Education*. Columbus: The National Center for Research in Vocational Education, The Ohio State University, 1983.

This document analyzes adult and career development theory and explores adult career guidance practices:

- Campbell, R. E., and Shaltry, P. *Perspectives on Adult Career Development and Guidance*. Columbus: The National Center for Research in Vocational Education, The Ohio State University, 1980.

This source provides a printout from the computerized ERIC database including abstracts of resources on topics related to adult learning disabilities:

- National Center for Research in Vocational Education. *ERIC Update: Adult Learning Disabilities*. Columbus: The National Center for Research in Vocational Education, The Ohio State University, 1982.

This handbook features a matrix of 16 client groups and 55 strategies and interventions for planning guidance programs:

- Bhaerman, R. D. *Planning for Adult Career Counseling*. Columbus: The National Center for Research in Vocational Education, The Ohio State University, 1985.

STRATEGY 2 Integrate and coordinate the activities of postsecondary vocational education programs and prison industries.

Rationale

To enhance inmates' learning opportunities, program faculty should attempt to place program participants in some work experience (e.g., prison industry) that relates to what the inmates are learning in the vocational education program. This will facilitate the inmates' vocational skills and should increase the productivity of prison industries by placing skilled inmates with specific knowledge, skills, and interests in the industrial program. Moreover, program coordination will enhance the skills taught in the classroom as well as appeal to prison industries' need for skilled workers.

Implementation Steps

The following are steps for implementation of the strategy:

- Meet with correctional administrators representing treatment programs, institutional organizations, prison industries, and education to explore the possibility of coordinating work experience into the vocational program.

- Select a prison industry or other area related to a postsecondary vocational program for a pilot program.

- Evaluate the pilot program after three months and six months to determine effectiveness of the work experience from the point of view of both the inmate participants and the prison industrial administrators.

- Based upon evaluation, revise the work experience and explore new areas of cooperation.

Implementation Concerns

Keep the following concern in mind when planning strategy implementation:

- The goals of education and industry may often conflict. The primary goal of prison industry is production of goods, and the primary goal of correctional education is to promote inmate skill development and learning. Both industry and education must be willing to accommodate, cooperate, and work with the other in order to provide a more meaningful experience for the inmate-learner as well as meet the production needs of the prison industry.

Sources of Additional Information

The Maryland Apprenticeship Program is involved in extensive coordination with The State Use Industries as well as the Maryland Division of Corrections. Additional information can be obtained by contacting the following:

Maryland Department of Corrections
6314 Windsor Mill Road
Baltimore, MD 21207
(301) 944-7028

P.R.I.D.E. of Florida is another excellent example of a coordination effort between prison industry and correctional vocational education.

Prison Rehabilitative Industries and
Diversified Enterprises, Inc. (P.R.I.D.E.)
Winchester Building Room 106
Tallahassee, FL 32301
(904) 681-6906

This source provides a printout from the computerized ERIC database which includes abstracts of publications and curricula addressing such topics as apprenticeship training, standards for the sheet metal, drafting, carpentry, meatcutting, and optical industries; and labor unions:

The National Center for Research in Vocational Education. *ERIC Update: Apprenticeship.* Columbus: The National Center for Research in Vocational Education, The Ohio State University, 1985.

This guidebook highlights tasks and provides guidelines for specific activities to make apprenticeships an integral part of existing programs:

- The National Center for Research in Vocational Education. *Apprenticeships in Employment and Training Programs: An Action Planning Guidebook.* Columbus: The National Center for Research in Vocational Education, The Ohio State University, 1983.

STRATEGY 3 Develop services that support an inmate's integration into society.

Rationale

Efforts should be taken to make the transition from prison to the community a successful experience for the offender. Institutional and community programs should be implemented that contribute positively to the reintegration process. The role of the postsecondary institution in aiding this transition may include assisting with an inmate's job-seeking activities, employment applications, and employment retention skill development.

Implementation Steps

The following steps are critical to implementing the strategy:

- Incorporate courses into the postsecondary curriculum to teach job-seeking, job-application, and job-retention skills, and make them a required course for program completion.
- Develop competency-based employability modules to teach job-seeking and job-retention skills needed for the particular vocational area.
- Present special topics to the inmate/learners on the services offered by the placement services department on the main campus of the vocational-technical college.

Implementation Concerns

Keep the following concerns in mind for strategy implementation:

- Costs for postsecondary vocational program implementation and operation may increase.
- Community fear could increase due to inmates' participation in community-based programs.

Sources of Additional Information

The Oregon State Penitentiary relies on its vocational advisory committees to assist in job placement of vocational graduates. For more information, contact the following:

- Oregon Corrections Division
  2575 Center Street
  North Salem, OR 97310
  (803) 378-2467

A good discussion of the types of support services needed by inmate-learners upon release is included in:

- Seashore, M. J. and Haberfeld, S. *Prisoner Education: Project Newgate and Other College Programs.* New York: Praeger Publishers, 1976.

This guidebook identifies tasks for improving job placement, job development, and the organization of training and placement councils:

- The National Center for Research in Vocational Education. *Job Placement in Employment and Training Programs: An Action Planning Guidebook.* Columbus: The National Center for Research in Vocational Education, The Ohio State University, 1983.

This guidebook overviews and offers guidelines for essential tasks in follow-up and follow-through activities and offers guidelines for completing each task:

- National Center for Research in Vocational Education. *Follow-up and Follow-through in Employment and Training Programs: An Action Planning Guidebook.* Columbus: The National Center for Research in Vocational Education, The Ohio State University, 1983.

Strategies Related to Curriculum Content

What is taught to inmate-learners is just as important as how particular subject matters are taught. The logic underlying correctional vocational education is that, through vocational training, inmates will obtain the skills and knowledge needed to find and maintain gainful employment in the free world. Therefore, it is essential that the postsecondary vocational curricula in correctional institutions reflect the labor market needs of business and industry.

STRATEGY 1 Use national and statewide labor market information whenever possible in the vocational program selection and planning process.

Rationale

Labor market information is important for program selection and design. Concerns such as areas of employment stability and requirements for occupational entry are crucial. Such information can ultimately shape what courses are offered in a postsecondary vocational program.

Implementation Steps

These steps will help implement the strategy:

- Prior to the adoption of a course related to a specific occupation, curriculum planners should consider the potential of and the requirements for employment in a particular field.
- For employment potential, curriculum planners should consult state economic statistics and/or practitioners to determine whether a particular field is saturated. For example, if the curriculum planners are contemplating the introduction of masonry or carpentry programs, then these areas should be assessed. When the housing industry is down, so will be the need for such skilled workers.
- In order to assess occupational entry requirements, curriculum planners should consult practitioners and/or local labor unions.
- When programs are developed, the achievement of occupational entry requirements in a particular field should be stressed. For example, a particular program should be geared toward the fulfillment of relevant apprenticeship requirements.

Implementation Concerns

The following concern is important when implementing the strategy:

- Specific labor market information is important for program selection, but the information may be valid only to certain cities within the state or specific only to certain geographical areas, whereas the inmates may return to all parts of the state.

Sources of Additional Information

Both the Oklahoma Department of Corrections and the State Department of Labor work together to provide vocational training at the Lexington Inmate Center. For further information, contact the following:

- Oklahoma Department of Corrections
  400 N. Eastern Street
  Oklahoma City, OK 73136
  (405) 427-6511

This document describes procedures whereby state and local educational institutions can use labor market information in developing and evaluating long-range vocational program planning:

- Starr, H., Merz, H., and Zahniser, G. *Using Labor Market Information in Vocational Planning.* Columbus: The National Center for Research in Vocational Education, The Ohio State University, 1983.

This document provides information and suggestions on how program planners, counselors and vocational instructors may use the U.S. Bureau of Labor Statistics' national occupational projections effectively:

- Rosenthal, H. H. and Pilot, M. *National Occupational Projections.* Columbus: The National Center for Research in Vocational Education, The Ohio State University, 1983.

This report outlines a systematic approach to the process of reviewing employer and employee needs, and suggests strategies for designing individualized business, industry, and labor data collection systems:

- Nassman, L. O. *Postsecondary Business and Industry Needs Assessment Model.* Columbus: The National Center for Research in Vocational Education, The Ohio State University, 1981.

STRATEGY 2 Form a vocational education advisory committee to direct the planning and implementation of new postsecondary vocational education programs.

Rationale

Postsecondary vocational institutions (e.g., community colleges) should request that a committee consisting of representatives from the college, prison administration, and correctional education staff be established. This committee would select, design, and implement new postsecondary vocational education programs at the prison. The committee would also review existing programs and explore the potential for improvement. This will allow postsecondary vocational program problems to be addressed and resolved. In addition, the committee may promote a more focused approach to addressing these concerns.

Implementation Steps

The following are crucial implementation steps:

- The institutional administration should authorize the establishment of such a committee and should provide policy directives on committee purpose, intent, and membership.
- Member nominations and selections should be conducted, establishing a balance between institutional and noninstitutional members.
- The committee should develop in-depth strategies and procedures for program design and implementation. For example, standardized procedures for adopting a new postsecondary vocational program should be established. These procedures may be related to a program implementation timetable that postsecondary vocational educators would follow during program introduction.

Implementation Concerns

Here are two concerns to bear in mind when implementing the strategy:

- The committee may lack the authority to implement recommendations on program design or implementation.
- Institutional budget constraints may restrain adequate funding for the committee.

Sources of Additional Information

Advisory committees are used at the California Institute for Women to promote quality educational programming for inmates. For additional information, contact the following:

- California Department of Corrections
  630 K Street
  Box 714
  Sacramento, CA 98803
  (916) 445-7688

This document offers strategies and recommendations for planning programs that will respond to the high-tech training needs of industry:

- Long, J. P. and Warmbrod, C. P. *Preparing for High Technology:A Guide for Community Colleges.* Columbus: The National Center for Research in Vocational Education, The Ohio State University, 1982.

This course contains a printout from the computerized ERIC database, including abstracts on resources for developing and improving curricula in all vocational service areas, staff development, and selection of instructional materials:

- The National Center for Research in Vocational Education. *ERIC Update: Improving Vocational Education Curriculum.* Columbus: The National Center for Research in Vocational Education, The Ohio State University, 1983.

This report explores exemplary programs of mutual involvement at seven community colleges, reviews case studies and identifies national organizations and alliances that support collaborative vocational training programs:

- Franchak, S. J.; Desy, J.; and Norton, L. *Involving Business-Industry-Labor: Guidelines for Planning and Evaluating Vocational Education Programs.* Columbus:The National Center for Research in Vocational Education, The Ohio State University, 1984.

STRATEGY 3 Eliminate any indication on postsecondary degrees, awards, and certificates that the inmates' educational attainment was achieved through a **correctional** education program.

Rationale

If educational programs are equivalent to those offered in the external environment (e.g., non-correctional settings) then the degrees, certificates of achievement, or notifications of participation should not indicate that the postsecondary vocational program was taught in a correctional facility. Inmates'opportunities for employment or chances of a life-style free of stigmatization will only be impaired by the notation that a degree is a "prison degree." By eliminating this identification, incarceration stigmas will be reduced and the credibility of the education will be enhanced.

Implementation Steps

Important steps for implementing the strategy are as follows:

- Postsecondary vocational educational staff should review how inmate degrees or certificates of achievement are identified.
- If a degree or certificate of achievement demonstrates a prison distinction, then the staff should evaluate its relevancy.
- If a prison distinction can be eliminated, it should be. For example, certificates of achievement can be preprinted to recognize a local community college as the place of attainment rather than the correctional facility program.

Implementation Concerns

The following is a vital concern for planning strategy implementation:

- If an external institution (e.g., local community college) implements the postsecondary vocational program, it may not wish to award inmates degrees from these institutions. This may be due to their perception that inmates are not qualified for such degrees because the prison environment supposedly detracts from quality education.

Sources of Additional Information

At the Garrett Heyns Education Center, degrees and diplomas are awarded to inmates through a local community college. Credits earned are also transferable to other accredited institutions. Additional information is available from the following:

- Washington Department of Corrections
  P.O. Box 9699
  Olympia, WA 98584
  (206) 733-2500

STRATEGY 4 Make certain that the postsecondary correctional vocational programs adhere to accrediting standards and procedures used by free-world educational institutions in order to ensure program equivalence.

Rationale

Standards of postsecondary education should be maintained in correctional education programs by the use of state accrediting standards for educational programs. This ensures that the education that all inmates receive is equal to the quality of education received by students attending postsecondary vocational programs in the external environment.

One doubt that inmates may have about postsecondary vocational education program is its credibility. Inmates may feel that the only reason a vocational technical college is involved in providing vocational programs within the institution is to make money or bolster sagging enrollments.

To alleviate this concern, it is necessary to maintain both state and regional accrediting standards. Inmates who are assured that their academic and vocational credits are transferable to other postsecondary institutions may continue vocational training after release at a postsecondary institution that provides similar programming.

Implementation Steps

The following are important steps for implementation:

- Curriculum planners should review the requirements in external postsecondary vocational programs that are similar to the courses offered in the correctional facility.
- Requirement differences should be identified between correctional and noncorrectional postsecondary vocational programs.
- After these differences are identified, the feasibility of introducing requirements into the correctional postsecondary vocational program should be reviewed.

Implementation Concerns

Keep the following in mind when implementing the strategy:

- Some programs require a curriculum that is not feasible to deliver within a correctional setting. A nursing or other medical service curriculum would be difficult to offer within a correctional system that prohibits the provision of medical services and care by inmates.

Sources of Additional Information

This source provides an overview of occupational regulation systems, particularly occupational licensing requirements, so that vocational educators may provide input into the regulative process and give information to students:

- Shimberg, B. *Licensure: What Vocational Educators Should Know.* Columbus: The National Center for Research in Vocational Education, The Ohio State University, 1981.

This document takes vocational educators through three major steps in attaining accreditation for programs application, institutional self-analysis, and onsite visits by the accrediting agency.

- Stoodley, R. V., Jr. *Accrediting Occupational Training Programs.* Columbus: The National Center for Research in Vocational Education, The Ohio State University, 1983.

STRATEGY 5 Encourage correctional education staff to provide special minicourses in subject areas that they and/ or the inmates find mutually beneficial.

Rationale

Providing courses other than those typically offered by the postsecondary correctional staff brings variety to the vocational program. Furthermore, it provides an additional opportunity for input by inmates on what they want to learn and provides a method to enrich and diversify the postsecondary curriculum. Most college curricula have courses entitled "special topic" courses to develop new and related areas of the vocational curriculum or to enhance the current course offerings. Use of this strategy allows greater flexibility in the curriculum and permits instructors as well as students to pursue special topics of interest.

Implementation Steps

Steps for implementing the strategy are as follows:

- Determine the procedure for developing special topic courses in the existing curriculum.
- Develop guidelines with the institutional correctional education administrator for the topics of interest so that they are within the scope of what can be offered within the correctional facility and budget.
- Encourage the postsecondary correctional staff to develop the special topics courses or minicourses within the postsecondary and correctional guidelines.
- Offer the special topics and evaluate their implementation for future incorporation into the regular postsecondary vocational curriculum.

Implementation Concerns

The following concern is relevant to implementing this strategy:

- Some special topics may incur additional expense to the normal course offerings.

Sources of Additional Information

The following institution has successfully encouraged teachers to provide nontraditional instruction:

- The Education Department
  State Correctional Institute-Huntingdon
  Huntingdon, PA 16652
  (814) 643-2400

Strategies Related to Instructional Quality

The quality of instruction is the educational input to which correctional vocational educators are closest and over which they have the most control. Although administrators frequently determine who shall learn and what will be taught, their influence weakens considerably once the classroom door is shut. At that point, instructors become the key personnel in the educational delivery system. Thus, the implementation strategies discussed in this section are pertinent to instructional practices that have been proven effective in both correctional and free-world learning situations.

STRATEGY 1 Individualize postsecondary vocational instruction to the extent necessary to accommodate the learning needs of inmate-learners.

Rationale

As mentioned earlier, a large percentage of inmate-learners have educational histories characterized by failure and discontinuity. Consequently, many inmate-learners are educationally disadvantaged. Moreover, many have learning disabilities that prevent them from progressing smoothly and/or rapidly from one learning task or situation to the next. The diversity in inmate-learners' prior achievement levels, their learning problems, and their learning needs suggests that individualized rather than traditional group- or class-based instruction may be more effective in achieving positive learning outcomes.

This conclusion is also supported by Bloom's (1982) research on school-based learning. Bloom argues that schools have traditionally standardized educational treatment through such practices as group-based instruction. Consequently, there has been a great deal of diversity in learning outcomes, as reflected by the distribution of letter or number grades. If standardization in learning outcomes is desired, however, it will be necessary to diversify the educational treatments that students receive. This is particularly the case with respect to the amount of time that an individual is allowed in order to master a learning task. Bloom argues that anyone can learn, provided they are given sufficient time to do so. The amount of time needed varies across individuals according to differences in their cognitive and affective characteristics. The implication is that instruction, including time to learn, should be individualized to fit student needs.

Implementation Steps

The following are important implementation steps:

- During inmate orientation and intake, a thorough assessment of inmates' cognitive and affective entry learning characteristics must be conducted. Moreover, inmates should be assessed for any learning disabilities they may possess.

- This information should be given to educators and support staff in the institution where the inmate is to reside.

- An educational assessment team (see the earlier section on support services) should be formed at this point. The team should develop a comprehensive educational plan that clearly specifies the objectives that the inmate expects and will be expected to attain

through treatment and educational services. The plan should also specify clearly any educational deficiencies or needs that must be attended in order for these objectives to be met.

- Vocational educators should use the plans to identify where individualized learning tasks may be most beneficial to inmate-learners. The tasks identified should be incorporated into individual instruction plans, which then become a component of the inmate's individual education plan (IEP).

- The instructional plan should identify procedures to be used to assess the inmate-learner's progress regularly and frequently. The assessment outcomes should then be used to provide regular and continuous feedback on their progress to the inmate-learners.

- The instructional plan should also specify how any group-based instruction may be integrated with the individualized instruction so that instructional time will be used efficiently and productively.

Implementation Concerns

Critical concerns in planning implementation of the strategy are as follows:

- A major concern with individualized instruction is that one-on-one instruction can be more expensive than group-based instruction, particularly when teaching learners who have learning deficiencies and/or disabilities. Moreover, individualized instruction may require greater start-up costs (e.g., for micro-computer terminals, television screens, telephone wires, etc.) than those for traditional classroom lecture or group-based instruction. These start-up costs are usually defrayed over time, however, since the learning equipment usually serves a large number of learners, with low operating costs.

- A second major concern is that instructors will mistake "neutral monitoring" for individualized instruction. Neutral monitoring relates to situations in which student-instructor interaction is held to a minimum and students attempt to master new learning tasks with little involvement from the instructor. In some learning contexts, neutral monitoring may suffice. However, in correctional situations, inmate-learners will probably need extensive personal involvement of instructors who empathize with their psychological as well as learning needs. This "personal touch"can do a lot to support inmate-learners through difficult tasks and to instill confidence and pride in their educational capacities.

Sources of Additional Information

For a good discussion of the theoretical foundation of individualized instruction, see:

- Bloom, B. S. "Time and Learning." *American Psychologist* 29 (1974): 682-688.

For discussion of the differences between neutral monitoring and individualized instruction, refer to:

- Stallings, J. S. "What Research Has to Say to Administrators of Secondary Schools about Effective Teaching and Staff Development." *Creating Conditions for Effective Teaching.* edited by E. K. Duckworth, W. Kehoe, J. DeBevoise, and F. Donovan. Eugene: Center for Educational Policy and Management, The University of Oregon, 1981.

Studies on the relationship between independent practice and learning achievement include:

- Fisher, C. W.; Filby, N. N., Marliave, R. S.; Cahen, L. S.; Dishaw, M.; Moore, J. E.; and Berliner, D. C. *Teaching Behaviors, Academic Learning Time, and Student Achievement: Final Report of Phase III-B, Beginning Teacher Evaluation Study.* San Francisco: Far West Laboratory for Educational Research and Development, 1985.

This document provides a comprehensive survey of new hardware and other technical breakthroughs that may transform training methods. It includes a discussion of the benefits and deficiencies of current computer-assisted vocational programs and recommends ways of designing effective instructional programs.

- Lipson, J. I. *Educational Technology in Vocational Education.* Columbus: The National Center for Research in Vocational Education, The Ohio State University, 1984.

STRATEGY 2 Implement competency-based or performance-based instructional modules wherever appropriate and feasible.

Rationale

As its name implies, competency-based education (CBE) focuses on developing in students some specifiable set of competencies or skills. Students are then evaluated on the basis of their ability to demonstrate acquisition of the competency. This focus differs significantly from traditional instruction, in which students are evaluated by comparing their performance with that of their classmates (i.e., through norm-referenced testing).

Competency-based vocational education usually consists of a number of units or modules that contain the necessary information and procedures to ensure that students acquire the specified competency. After mastering one module, they progress to the next in sequence.

The competency-based mode of instruction offers many advantages for use in the correctional setting. CBE ensures that inmates with diverse abilities to learn will succeed, even if they have failed in previous educational experiences. Competency-based instruction also makes allowances for the diversity of skills that inmates may bring to the vocational program. More advanced inmates may move on within the curriculum, while those without previous vocational experiences may concentrate on the basic skills until they master them. Finally, when standardized modules are used statewide, CBE allows inmate-learners to pick up their education where they left off with it when moved from one institution to another.

Implementation Steps

Critical steps in implementing the strategy are as follows:

- Vocational educators and administrators should become as informed as possible on the subject of competency-based education, its costs, and its benefits. This is essential, since CBE is an innovative way of understanding the educational process and departs in significant ways from traditional schooling practices.

- The competencies to be achieved should be rigorously identified, verified, and made public in advance of instruction. This step is perhaps the most important in the development of CBE instruction and determines what will be taught.

- The criteria to be used and the conditions under which competency will be assessed should be clearly specified and made public in advance. The criteria should simulate as nearly as possible the performance criteria used in free-world and real-life work situations.

- Instructional strategies should be developed to provide for the individual development and evaluation of each of the competencies specified. It is of utmost importance that learning be managed so that each inmate-learner has the opportunity to develop—and be evaluated on—the vocational competencies that make up the program.

- Instruction should be structured so that each inmate-learner is allowed to progress at his or her own rate to successful demonstration of the specified competencies. Inmate-learners cannot simply accept a poor or failing grade on a particular learning task and then attempt to progress through further work. In CBE, the learner moves ahead to the next competency only when he or she can successfully perform the current competency. Moreover, learners are considered to have completed the program only when they have mastered all of the specified competencies, not when the calendar or clock says they have.

- Methods of assessment of competency should be developed that take into account the inmate-learner's knowledge and attitudes, that also require actual performance or demonstration of the competency as the primary source of evidence. Thus, it is not sufficient that learners know about the skill. They must also be able to show competency in actually performing the skill, according to specified criteria and conditions.

Implementation Concerns

Keep the following concerns in mind when planning for this strategy:

- Competency-based education has not been accepted wholesale by the educational community. Particularly in its early stages, CBE became the target of various philosophical, practical, and even legal criticisms. Many of the criticisms related to the concern that competency-based testing might be implemented even in programs that had not been designed as CBE programs. Thus, the concern was that learners would be assessed on the basis of criteria that had not been prespecified and perhaps not even covered during program instruction. The implementation steps offered here avoid this problem. However, the quality of a CBE program is dependent directly on the quality of the competencies, assessment criteria, and instructional activities that comprise the program. It is essential that, before introducing CBE programs, adequate resources (e.g., money, time, and human effort), be committed to familiarize all program personnel with CBE as a subject matter, to identify valid competencies and assessment criteria, and to provide learners with whatever additional learning resources they may need in order to progress smoothly from one competency or learning unit to the next. Thus, the initial start-up costs of CBE vocational programs may be relatively high. The fact that instruction is individualized may also increase program costs somewhat.

- Some educators, trained in traditional teaching methods, may feel uncomfortable with having to implement CBE instructional programs. This reluctance may result in a weakening or even distortion of CBE programs.

One suggestion, for how to deal with both of these concerns is to develop a plan for introducing and implementing CBE vocational programs that is incremental in nature. For example, allow six months for staff to become familiar with CBE concepts and methods. Allow several more months for the identification of the actual competencies performed by incumbent workers on the job. Use the next six months to develop assessment criteria and instructional plans and to conduct field tests of particular CBE modules. Incremental implementation will help to distribute costs over a longer time span and will give vocational educators the necessary time to become acquainted with CBE practices.

In addition to incremental planning, participatory planning and development may help enlist the commitment and cooperation of teaching and support staff. In other words, try to involve vocational education and other treatment staff in all phases of planning, developing, field testing, and implementing the CBE modules. This will help give them a sense of ownership and pride in the success of the CBE instructional programs.

Sources of Additional Information

For a comprehensive discussion of the issues involved in competency-based vocational education, refer to this source:

- Spirer, J. E., ed. *Performance Testing: Issues Facing Vocational Education.* Research and Development series No. 190. Columbus: The National Center for Research in Vocational Education, The Ohio State University, undated.

This source provides a history of competency-based adult education, discusses various types of programs and instructional processes, and lists resources:

- Kaswork, C. *Competency-Based Adult Education: A Challenge of the 80s.* Columbus: The National Center for Research in Vocational Education, The Ohio State University, 1980.

The National Center for Research in Vocational Education has developed a series of competency-based vocational education materials designed for preservice and inservice training for secondary and postsecondary vocational administrators. These materials are available through:

- American Association for Vocational Instructional Materials
  120 Driftmier Engineering Center
  Athens, GA 30602
  (404) 542-2586

STRATEGY 3 Implement time-on-task procedures to increase the productivity of educators' and inmate-learners' instructional time.

Rationale

Research indicates that the more time spent "on task" by students, the greater are their achievement levels for that particular learning task. Fortunately, time is one of the few variables related to learning that the instructor can control in the classroom. Thus, by managing their own time and making better use of teaching time, vocational educators should be able to improve the learning productivity of inmate-learners.

Implementation Steps

The following steps are important in implementing this strategy:

- A postsecondary vocational educator should identify the tasks to be conducted in the classroom during a particular activity. Identified activities should be prioritized in terms of importance.
- A task analysis should be conducted. For each task of importance, the analysis should determine whether or not enough time is being spent on that particular activity.
- If certain tasks lack sufficient time, postsecondary vocational educators should redefine individual or class goals more clearly. Also, class activities should be planned in advance, a wider range of teaching methods may be employed, inmates should be encouraged to work independently, or more meaningful tasks may be assigned.

Implementation Concerns

The following concern is relevant to implementing the strategy:

- Educators must be careful to avoid viewing the time-on-task strategy purely as one to increase the efficiency and productivity of instructional time. Educators and researchers do not know what the optimum time-on-task requirements are, nor do they know whether there is an upper limit on productive time after which the law of diminishing returns begins to operate. Thus, educators should use the time-on-task strategy like any other educational technology: with a good dose of common sense and an ear to what their own expertise tells them about using instructional time.

Sources of Additional Information

For a source relevant to research on the time-on-task strategy, see:

- American Association of School Administrators: *Time on Task: Using Instructional Time More Effectively*. Arlington, VA: American Association of School Administrators, 1981.

For an excellent handbook on training personnel in time-on-task procedures, see:

- Halasz, I. M. *Managing Learning Time: A Professional Development Guide*. Columbus: The ational Center for Research in Vocational Education, The Ohio State University, 1984.

Another related work on time-on-task procedures specifically geared to the vocational educator is the following work:

- Halasz, I. M. and Desy, J. *Managing Learning Time: A Vocational Educator's Handbook.* Columbus: The National Center for Research in Vocational Education, The Ohio State University, 1984.

STRATEGY 4 Utilize positive rather than negative reinforcements to reward inmate-learner performance when appropriate.

Rationale

The use of reinforcements for learning performance is an essential ingredient in any type of instruction. Reinforcements are typically thought of as being either negative or positive in nature. When negative, the reinforcement is usually punitive and is used when a student performs poorly on some learning task. Positive reinforcements are those that reward students for acceptable or better performance on learning tasks.

Recent research indicates that, in general, positive reinforcements are more productive than negative ones in eliciting acceptable responses from students. This is probably even more accurate when talking about reinforcements in the correctional education setting. As a group, inmate-learners have typically experienced mostly the negative consequences of educational failures. In addition, most have negative images of themselves as learners. The use of negative reinforcements is very likely to alienate inmate-learners further from the educational process and confirm their suspicion that the system is "out to get them."

In contrast, the use of positive reinforcements at least encourages them to "test the waters" of education. Moreover, by serving as incentives for good performance, positive reinforcements allow inmate-learners to exercise their own decision-making capacities about whether or not they want to obtain rewards.

Implementation Steps

The following are steps for implementing the strategy:

- The postsecondary vocational educational staff should form a committee to review the potential development of positive reinforcement methods to be used when inmate-learners perform satisfactorily.

- The committee should evaluate the design of special privileges or other methods to enhance inmate learning. For example, inmates who perform well could be invited to attend additional vocational workshops presented in the institution by practitioners from the external environment.

- After the methods of positive reinforcements are introduced, they should be evaluated on their impact. The criterion for this evaluation should be whether inmate-learners perceive these reinforcers as beneficial or desirable.

Implementation Concerns

A concern in implementing the strategy is as follows:

- Positive reinforcements can be misinterpreted by the inmate-learners that the instructor is "soft" and can be "conned" in the future. Due to the nature of correctional institutions and their unique communication idioms, care must be taken to ensure that what is communicated (i.e., positive reinforcement) is what is meant and is not misinterpreted by the inmate-learner. Good common sense and an awareness of the uniqueness of institutional surroundings can alleviate much of the potential problem.

Sources of Additional Information

For a discussion of the role of reinforcements in instruction, see:

- Bloom, B. S. *Human Characteristics and School Learning*. 2d rev. New York: McGraw-Hill Book Company, 1982.
- Bardwell, R. "How Feedback Functions," Education Digest 47, no. 5 (1982): 23-26.

STRATEGY 5 Ensure that the postsecondary vocational education faculty is composed of both correctional staff and educators from an external educational institution.

Rationale

External and correctional staff educators should provide diversity in the educational faculty. Inmate-learners should have some chance—even if it is limited—to interact with persons from the outside; further, the utilization of community resources may be enhanced through the recruitment of instructors from the community. Frequently, external staff can be contracted through the postsecondary vocational-technical schools.

A diverse staff adds variety to learning and ideas. A diverse staff is also more likely to be active in other educational networks, thus bringing new and different ideas and concepts to the postsecondary vocational curriculum. In addition, a diverse staff usually has access to a wider variety of community resources.

Implementation Steps

Here are important steps for implementing the strategy:

- When positions are available or postsecondary vocational programs are to be expanded, educators from local community colleges or technical schools should be considered.
- Notification of such positions should be sent to these local educational institutions.
- If such educators are appropriate for full-time or part-time positions, they should be hired through the use of contracts.

Implementation Concerns

The following concern is vital to implementing this strategy:

- Staff from the external environment may not be trusted by the correctional educators or custody staff.

Sources of Additional Information

For a discussion of the role of reinforcements in instruction, see the following:

- Seashore, M.J., and Haberfeld, A. *Prisoner Education: Project Newgate and Other College Programs.* New York: Praeger Publishers, 1976.

STRATEGY 6 Provide all new educational staff with some form of orientation and training in correctional procedures and correctional education philosophy.

Rationale

New staff, especially those who have never before worked in a correctional setting, often find the institutional environment quite different. These individuals must learn to cope with the subtle forms of inmate exploitation and the possibility of disruption and violence. Staff training is needed in correctional institution disciplinary procedures and policies. In addition, correctional philosophy and procedures for educational programming should be explained to the new educational staff. This training will help decrease staff uncertainty and aid the new instructor in adjusting to the prison environment.

Currently, most correctional departments provide preservice training for their employees. This training helps reduce the apprehension of new employees and gives them an idea of what to expect on the job. Postsecondary educators should also receive orientation and preservice training by experienced correctional personnel. Preservice training may also reduce the apprehension of some correctional administrators about having the postsecondary educators teach in prison.

Implementation Steps

Steps for implementing the strategy are as follows:

- The level of training provided to persons hired as educators or contracted for such services should be evaluated.

- Correctional staff in charge of the development/ training of new staff should determine whether the present areas of correctional educator training are sufficient. For example, the level of inmate/ conflict resolution training should be assessed.

- If there is a deficiency in training, correctional staff trainers should develop methods to curtail this problem. Possibly, part-time postsecondary educators from local community colleges should receive self-defense training.

- After educator training deficiencies have been identified, cost assessments should be conducted to evaluate the expenditures needed to provide additional training.

Implementation Concerns

An important concern for implementation is as follows:

- Some part-time instructors may not want to spend the time to receive the preservice training. To reduce this problem, the instructors should be required, as part of their contract, to go through the orientation, and they should also be compensated for their time.

Sources of Additional Information

For a discussion of the role of reinforcements in instruction, see:

- Drewett, D. A. "The Staff Library and Training: A Concept in Corrections Come of Age." *Journal of Correctional Education* 36, no. 1 (March 1985) 8-11.

- McKeen, R. B. "In-Service Training and Staff Development for Correctional Educators." *Journal of Correctional Education* 34, no. 1 (March 1983): 12-14.

STRATEGY 7 Provide educational staff with opportunities to upgrade their skills and knowledge as educators.

Rationale

Postsecondary correctional vocational education staff should be encouraged to broaden their abilities as educators through active participation in correctional education and vocational conferences, seminars, and workshops. These staff development opportunities can be provided as in-house activities by bringing outsiders to the institution, or opportunities may be provided as external activities through travel to conferences and workshops.

This will enable educators to provide more effective and efficient services to inmate-learners. Educational program stagnation is reduced through the introduction of innovative concepts and teaching methods that are learned at conferences, seminars, and workshops.

Implementation Steps

The following are steps for implementing the strategy:

- Educational staff should be given opportunities to participate in educational/correctional organizations. For example, postsecondary vocational educators may want to participate in the American Vocational Association.

- To facilitate participation, correctional departments should assist organizational members with travel or other related expenses.

Implementation Concerns

Keep the following concern in mind when planning implementation:

- Postsecondary correctional education budgets may lack the necessary funds to assist postsecondary vocational educators to travel and attend conferences.

Sources of Additional Information

For a helpful discussion of strategies related to upgrading teacher skills and knowledge, see:

- McKeen, R. B. "In-Service Training and Staff Development for Correctional Educators". *Journal of Correctional Education* 34, No. 1 (March 1983) 12-14.

This document provides methods and resource materials for upgrading instructional programs and competencies:

- Warmbrod, C. P.; Cap, O.; Robbins, N.; Fahrlander, D.; Furtado, L.; Miller-Beach, A.; and Weiscott, J. *Business, Industry, and Labor Input in Vocational Education Personnel Development.* Columbus: The National Center for Research in Vocational Education, The Ohio State University, 1980.

This report presents an overall program design strategy for updating staff in the technologies of their occupational areas:

- Hamilton, J. B., and Wonacott, M. E. *Updating Teachers for Tomorrow's Technology: A Strategy for Action.* Columbus: The National Center for Research in Vocational Education, The Ohio State University, 1984.

This document contains a printout from the computerized ERIC database including abstracts on resources for addressing topics relevant to teaching adult learners:

- The National Center for Research in Vocational Education, *ERIC Update: Methods and Techniques of Teaching Adults.* Columbus: The National Center for Research in Vocational Education, The Ohio State University, 1984.

This handbook discusses principles of effective teaching methods, techniques, and classroom management skills for teachers of adult occupational education:

- Bureau of Adult Occupational Education Curriculum Development, New York State Education Department. *Handbook for Teachers of Adult Occupational Education.* Columbus: The National Center for Research in Vocational Education, The Ohio State University, 1977.